

EDUCATIONAL SUPPLEMENT
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After the ball

The fog ends and torn agenda papers and notices of motions have been swept away in the conference halls; the chairs rearranged for the next gathering; teachers and administrators, weary of the education warfare officers are back in school and office facing a new term. What has emerged from the annual rites of spring? A grassroots movement for unity at the National Union of Teachers—not wholly the liking of some of their executive. Among all the old familiar resolutions at the National Association of Schoolmasters-Union of Women Teachers on discipline, vandalism and violence, there were motions pledging the union to resist cuts cutting L.E.A.s which sound remarkably similar to resolutions passed by the NUT on selective industrial action. At Portsmouth the education warfare officers agreed to hand together to Education Social Workers and (of course) demand parity of esteem as well as pay with other social workers (page 9).

Can such things be taken as signs of a closing of ranks around the covered wagons as the narrowness close in? It would only be common sense. Now that the sacred principle of male chauvinism has been breached at the NAS, and the UWT—though thinly represented—have been more or less gallantly espoused, the difference between Terry Casey's brigade and the NUT has narrowed. The NAS have got bigger—they rated the Winter Gardens at Blackpool this year after all—and their interests have broadened somewhat.

The first year

For 10 years the need to give probationary teachers more support and help in their induction year has been recognized. Nor have the means of doing this been elusive. A reduced timetable and a help-ful shoulder to cry on are agreed to be the most valuable provisions. This conventional wisdom was articulated in the James report and in the White Paper, *A Framework for Expansion*. As a result two pilot projects were set up—in Liverpool and Northumberland—to test these assumptions and to show how such schemes might work in practice.

The DES's interim report on these pilot projects published last week (page 10), shows a tendency to have been successful. But still the night lights are flashing and such a manifestly successful and necessary improvement in the training of teachers looks likely to be at best slow. The reason? Money.

Already when the pilot schemes were being planned three out of the original five local authorities, with few financial reasons. And now comments from the two remaining pilot authorities suggest that the approximate cost of £100 a year for each probationer means that the

future of the schemes is uncertain when DES support comes to an end. To this must be added Mr Mulley's lugubrious warnings about progress being dependent upon the state of the economy.

There are, however, other local authorities around the country who have been conducting their own experiments in the induction year without central government support. Such experiments suggest that where improving the lot of probationers is given high enough priority, funds can be found. It is after all nonsense to consider such schemes purely in per capita cash terms. It is perfectly possible, given the will, to juggle schedules, timetable and staff appointments in schools so as to provide release for both probationers and teachers without necessarily adding to numbers.

Indeed, with a little positive thinking, this sort of flexibility could be turned to account elsewhere, where school rolls are beginning to fall—as a useful way of getting over difficulties of uneven staffing, and redeployment, of attracting or keeping specialist teachers and of justifying the scale posts needed to do that.

Swings and roundabouts

Electors in the 36 metropolitan districts of L.E.A.s go to the polls next week in local elections which will change the electoral balance of power in the local authority associations. The normal tendency is for the main party in opposition at Westminster to prosper locally. The council members now standing for re-election are those elected three years ago.

A simple comparison of the political swing between May, 1973, and May, 1976, would suggest strong Conservative gains. But Labour are pinning a lot of hope on Mr Callaghan's honeymoon period, and hope to mitigate their losses, in part at least, by a few safe electorates.

With two-thirds of the present metropolitan districts in Labour hands, the Conservatives are looking to pick up at least six seats, including Birmingham, the second city

in the land where the change of a single seat could change the balance of power. Though the Liberals may still hold the balance. A swing to the Conservatives locally would make Mr Mulley's job no easier when it comes to putting his new Act into effect, but there is of long-term rather than short-term importance. The immediate effect of a swing to Conservative might be Tory-controlled education committees in the Labour-controlled Association of Metropolitan Authorities. The potential friction is obvious enough. It is hard to see how an AMA dominated by authorities which are not L.E.A.s—districts and metropolitan counties—could continue to resist severely the role of the education committee in the hands of Conservative management could become intolerable when it implied political exclusion.

Wanted: a national identity

Barry Taylor

Many of us who earn a living in the education service are beginning to display the neuroses common to those employed in declining industries. We are confronted by a sharp decline in potential clients and a whittling away of resources.

Within the next decade one classroom in four could be empty in many areas, and if this does not lead to a substantial shrinkage in the teaching and non-teaching forces, present government economic policies, if rigorously applied, must certainly fail. No longer can we assume that, as of right, L.E.A.s will extend their activities yearly.

Nor does the community at large now believe that education—and more education—is a good thing per se. Irrespective of personalities the status of successive secretaries of state for education within government appears to have waned in direct proportion to the spread of disillusionment about the ability of more education to solve, or at least ameliorate, our economic, social and moral ills.

It is not surprising that members of education committees and their officers find the climate increasingly unpropitious, but then so do most other people.

The conspiracy view of central government policy-making would have us believe that the left-bent intention is, first, to cut the education budget to a level which is barely sufficient to place what remains under the more firmly under central government control. Certainly the activities of the Training Services Agency in one field and of the Department of Health and Social Security in another, are giving the under-fives may seem to give credence to the former although I believe both developments to be fundamentally healthy.

The Education Bill now before Parliament is plainly an extension of central government direction and one which is not only of concern to those who happen to have a lingering affection for the 11-plus, if an education committee can no longer determine their own secondary schools pattern nor the criteria by which they judge when financial help should be given to families in order to educate their children away from home, then a fundamental shift has occurred in the relative responsibilities of central and local government. Similarly the closure of colleges of education has needed, and has had, a strong central direction. They have been conducted as well or as badly—had the L.E.A.s not existed. Indeed, in some areas it was easy to forget their existence in the midst of head-on arguments between the Department of Education and Science and individual L.E.A.s.

The rationalization of colleges courses now under way gives to L.E.A.s the role of "coordinating" the bids of individual colleges on a regional basis—but it would be a false impression to think of the regional education officer, or college principal, who did not appreciate where the crucial decisions will be taken.

In relation to special education, the DES have inspired a pretty thorough-going, and little remarked, regional planning system charged with assessing need and laying plans

to meet it. In the South West where advisers for special education are thin on the ground and where provision by L.E.A.s acting independently has been haphazard or non-existent, this development is immensely sensible; but it is also to pretend that local democratic control is effective—or perhaps even relevant—in developing the strategy.

My point is that in relation both to special education and teacher training and, indeed, over the whole field of further and higher education, sensible strategies must have a well-defined national basis with effective planning and coordination at regional level.

Our growing economic difficulties are in any case likely to exert a strong centripetal force on the education service, as the major local government spender, and also upon the Treasury to maintain that such a substantial area of investment must be strictly regulated and monitored and, indeed, the level of investment increasingly challenged. Ironically, many education officers now turn to DES pronouncements as to Mecca to support their claims for sufficient money.

It has been maintained that the greatest curtailment of the activities of education committees has come from within local government itself. It is not my main concern here to point out any unconscious, or perhaps even conscious, "cuckoo in the local government nest", as Dudley Fiske has described the education service. However, the Society of Education Officers are speaking for most of their members by declaring that, while we are local government men, we are not local government men at any price.

There are now some developments, for example, attempts to remove the personnel function in relation to teachers from the purview of education committees and their officers, which would for many destroy the raison d'être for retaining education within local government. This is just one, albeit the most serious, manifestation of the desire by some members and officers, no doubt in the sincere name of appropriate management, to undermine the specific and statutory position of education committees. In the process it may well be that the anti-education factions make a major contribution to the demise of local government as we know it.

I do not want to be diverted into considering the relationship between those uneasy allies, the Association of County Councils and the Association of Municipal Authorities, on the one hand, and the Association of Education Officers, on the other; except to say that at this most critical time for L.E.A.s they do not have a voice as powerful, definitive and universally influential as that heard before April 1974.

L.E.A.s are beset by encroachments of central government, increasing regional planning groups. They are only then, would I be convinced of the future of the education service, best served by the continuing presence of L.E.A.s as at present constituted.

Mr Taylor is chief education officer for Somerset.

Letters to the Editor

CASE against banding

Sir,—You have already published a letter from Westminster CASE members outlining our reasons for opposing banding, and we now of course regret that the amendment to the Education Bill sets no specific time limit for ending banding arrangements. However, we would like to take up Aristotle's point (April 23) where you say that opposition to banding is in some cases based upon opposition to assessment as such, of schools as well as children.

We have always maintained that assessment of attainment at 11 should continue, and indeed become more sophisticated, as a means of selecting primary school standards. In the past we have been in the Education Authority have this means of assessment and we would like to see more use made of it. There is obvious scope for using the comparability tests to identify schools where attainment is well

simply doctrinaire and designed to catch votes rather than improve service. Yet, there is a case to be answered and desperately in need of investment over many years and numeracy.

Perhaps it is now for the DES to focus the attention of the Schools Council and the Assessment of Attainment Unit upon this issue. Mental concern and also to use the Ministry's Inspectorate in a more inquisitorial role than hitherto. My fundamental point, though, is that the education service will achieve a much more sharply defined sense of purpose—a national identity.

Similarly, a concerted national effort is overdue to define and more closely the service which industry, particularly manufacturing industry, can reasonably demand. Need hardly say that a necessary prerequisite is the creation of a new DES. Their recent decision to bring sweet reason to bear upon the 16 to 19-year-olds will require much more than the vested interests manifested in the Committee for Extended Education, the Technical Education Council, the City and Guilds, and the teachers' associations, are not to produce chaos in its alliance with the Training Services Agency.

make a plea for a definition of objectives at a national level with a real attempt to answer the question "what do we leave out?" in relation to curricula at primary and secondary level and in relation to courses and examinations beyond—and particularly in higher education.

Clearly this concept is fundamentally alien to those of us brought up in the liberal English tradition. Consequently, despite common sense targets and standards at national level, and no doubt the increasing appointment of scarce resources, there must be an effective local, and preferably democratically elected, voice, to provide a counterweight.

Assuming then that the drive to L.E.A.s are real, whether by devotion or whatever, what can they do to assert their fundamental importance? First, I believe only by purpose to be crucial: L.E.A.s must through a strengthened and more assertive relationship with the DES and the teachers' associations, second, they must continue to ensure that a healthy local educational service is vital to the survival of the state.

Finally, members and education officers must readily accept that a centrally planned government, not only educational but economic, will determine the nature of our activities and that increasingly the local government bureaucracy should be service to central government and regional planning groups. They are only then, would I be convinced of the future of the education service, best served by the continuing presence of L.E.A.s as at present constituted.

Mr Taylor is chief education officer for Somerset.

Dr Bennett shrugs off the Black Paper connexion

by Frances Stadlen

The man responsible for the furor produced by *Teaching Styles and Pupil Progress* tried to still the storm at a press conference this week. The study shows that the three Rs are best taught traditionally.

Dr Neville Bennett, lecturer in the department of educational research at Lancaster University, warned that his research had raised major and potentially serious issues and should be treated cautiously.

There were already signs that politicians and pundits were using his revelations to jump to superficial and hasty conclusions. He emphasized that his four-year survey of primary school methods was limited to one aspect of the curriculum: a specific question: how different kinds of teaching affected the development of reading, writing and arithmetic among 11-year-olds.

His results should not be used to prove that a traditional primary school is necessarily the best or that a child will suffer if he is taught by informal methods. They dealt in averages and applied to a distinct age group and geographical area. It was therefore difficult to draw from the specific to the general.

In any case the curriculum rather than classroom organization contributed most to a child's progress. Dr Bennett emphasized that the best classroom uncovered by his survey happened to be an informal one in which the teacher was fully in control. It had a highly structured curriculum, with the emphasis on maths and reading.

"I am not interested in providing slogans for the Black Paper people, but in what we can say about improving teaching and teacher training."

He was not interested either in a return to formal teaching. To abandon informal methods might mean losing much that seemed to work well and encouraged children to learn.

There was still work to be done on evaluating scientifically, if possible, the apparent advantages of informal methods, such as the claim, encouraged independence and initiative.

Dr Bennett doubted if an informal teacher who was asked to teach formally could do it well, because he would be torn between his beliefs and his behaviour.

It appeared to be much easier to teach well informally than informally, he added. The study was a great deal of choice, there was a danger that in a subject like maths, in



Dr Bennett: delicate issues.

which a sequence of concepts must be mastered, the sequence would be lost.

Dr Rhodes Boyson, Conservative MP for Brent North, said this week that Dr Bennett's study "breaks the conspiracy of silence which has shielded so-called progressive education from criticism that people like the Black Paper writers and myself have been making for years, that standards were falling because of non-structured learning and a lack of curriculum, discipline and order."

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Glimmer of light in job prospects for leavers

For the first time since the period of record high unemployment began there were more jobs for young people last month than there were school-leavers to fill them.

Monthly figures from the Department of Employment show that in mid-April the number of unemployed school-leavers in Great Britain fell by 439 to 21,257. At the same time the number of vacancies notified to careers officers (and so considered suitable for young people) rose by 2,368 to 23,594.

At first sight this seems like success for the emergency measures aimed at finding jobs for leavers. The number registered as unemployed was only slightly higher than in the same month last year—and it probably includes the first of an estimated 85,000 who were

expected to leave school at Easter. But the outlook is less encouraging. The number of registered vacancies at careers offices is running at the lowest level for years, and is half what it was in April last year. These vacancies are open to all young people, not only school-leavers. At least 200,000 older teenagers are looking for work.

Many of the emergency measures, like the Job Creation Programme, providing only temporary jobs or training in the next few months hundreds of last year's leavers will be coming back on to the unemployment register. And at the new leaving date of May 28, thousands of this year's leavers will start pouring in on to the job market. At the height of the summer the better part of half a million teenagers could be hunting for jobs.

Price of safety worries AMA

The Association of Metropolitan Authorities said this week they were "gravely concerned" at the implications of the Health and Safety at Work Act 1974. They have asked for an urgent meeting with the Department of the Environment.

The cost of bringing schools and other local authority premises up to the new standards, introducing new procedures and administration could be "millions of pounds a year", said a spokesman.

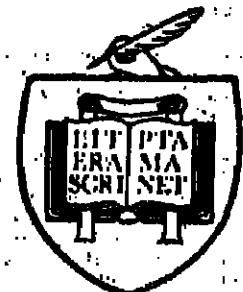
The standstill on local government spending meant the Act could be complied with only by cutting other essential projects and services.

"There are some 35,000 educational premises in the country, many of which are not new and date from the last century. The standard of working conditions they provide has never before been subject to inspection under the Offices, Shops and Railway Premises Act."

"The money local authorities have been allowed to spend on new and remodelled schools has long made it difficult to meet the essential needs for teaching areas, with the result that provision of amenities has often had to take a much lower priority."

Another aspect of the Act which may prove expensive is having safety representatives at the "places of work". They may be entitled to time off and special training, which could prove expensive. The AMA pointed out that there are 15 trade unions in the local government education sector alone.

"Unless there is a conscious decision to delay the detailed implementation of the Act or at least temper the full rigour of its application, individual local authorities will be placed in the impossible situation of transferring expenditure to essential projects to other areas in order to avoid being in default of the Act."



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BBC go ahead with sex film

The BBC are to go ahead and show their new sex education film next week in spite of calls to ban it. The transmission should be postponed until teachers have seen it.

Mrs Mary Whitehouse, general secretary of the National Viewers' and Listeners' Association, said: "I have not seen these films and I do not want to prejudge them, but I do think the screening of them should be postponed until local authorities, teachers and interested organizations have had a chance to see them."

The second of the two programmes shows explicit shots from the bottom of a bed of the birth of a child. These programmes

are for children of eight to 10. I am not prejudging these shots, but having been a teacher and been responsible for sex education in a comprehensive school, I would not dream of allowing children to see these films at first."

The BBC said the films were available for preview by teachers and other interested people from last Wednesday. They had heard about the criticisms by Mrs Whitehouse and Mr Raymond Johnson, director of the Festival of Light, who has said the films are not suitable for children under the age of 18, but said the programmes would go ahead as planned.

Review of this film, page 119

Nurses in poly protest

Student nurses occupied part of Newcastle Polytechnic this week in protest at the removal of their course to a college three miles away.

Members of the teaching staff have also threatened action against the polytechnic for breach of contract if they are moved. Eighty students on the nursing degree course—the first to have been approved by the Council for the National Academic Awards—took part in the 36-hour sit-in. Later they banded in a petition to the chairman of Newcastle education committee, Mr Derek Webster, who has asked for an emergency meeting of the polytechnic council.

The removal of the nursing department to Northern Counties College of Education was agreed by the council after two

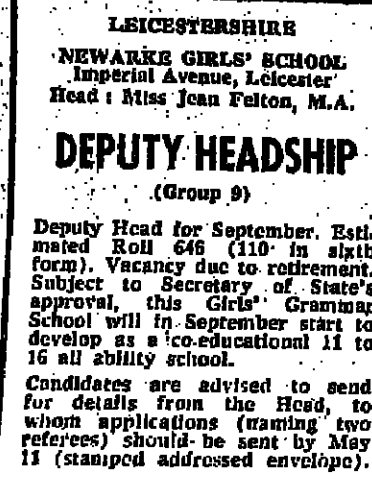
other suggestions had been rejected. The college is merging with the polytechnic and will have empty space as its teacher training courses are run down.

The nurses are supported by most of their lecturers, who argue that the move means isolation. A lecturer in the department, who wished to be unnamed, said the polytechnic was in breach of contract by demanding that the staff should move.

Dr Geoff Brownlee, the polytechnic's public relations officer, said the nursing department had not been picked on "indiscriminately". The building they now occupied was scheduled for demolition and if the go-ahead for a new building was given, the department would move back to the main campus.

More letters, pages 16, 17

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"These things will not be handed to you on a plate. You will have to fight for them and the negotiations will be tough."

Mr Terry Casey, the general secretary, said later that what the authorities would really be paying for was industrial peace.

"All employers should be prepared to pay for good industrial relations."

that teachers used enormous reserves of nervous and physical energy trying to maintain discipline in classrooms and corridors. They also had to fight against the noise made by pupils. It was not surprising that their health suffered.

"Teachers are often exasperated by failure to cope with encounters with their pupils. During a lesson a teacher's heartbeat can be twice

He is to meet teachers and other interested groups soon to discuss truancy and disruptive behaviour among school pupils. "This is a subject which I am sure your association will provide a valuable contribution."

For too long, the education fare officers and their forerunners—a social work force present in schools for more than a century—had been disregarded as preventative social work. It has been held back and neglected.



Schools Puffin

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10-12 September York University

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Experimental schemes to help new teachers settle in got 'a favourable interim judgment' from the DES this week

High marks for induction

by Stephen Cohen

New teachers who have been taking part in pilot induction schemes have found them helpful in the transfer from college to school, says a report from the Department of Education and Science.

The experimental schemes in Liverpool and Northumberland were sponsored by the department after the James report on teacher training was published in 1972. They have been running for 18 months and the general conclusion is that they have made it easier for new teachers to settle in to their first year at work.

Originally, five local authorities were going to take part. But three dropped out because it proved too expensive and only Liverpool and Northumberland went ahead.

The report by Mr Ray Bolam and Mr Keith Baker, of Bristol University school of education, says it is too soon for any final conclusions, "but it is certainly possible to record a favourable interim judgment".

In Northumberland, 218 probationers and 104 teacher-tutors were appointed in 92 of the county's 243 schools, and varied from one probationer in a two-teacher school on the Cumbrian border to 15 in a large urban high school. In Liverpool, there were 758 probationers and 370 teacher-tutors in 339 of the city's 352 schools.

The main difference between the two schemes lay in the external provision: Liverpool set up six professional centres where one-day courses were held, while Northumberland, because of geographical difficulties, used longer residential courses.

"The most valuable single feature of the two schemes is, by general agreement, the reduced teaching load for probationers. They were given a 75 per cent teaching load while teacher-tutors were allowed one quarter of a day per week for each probationer.

In Northumberland, most probationers were given a half-day for in-school activities and the remaining half-days were accumulated and used for block release courses. In Liverpool most of the first term's activities were school-based, whereas in the second and third terms they were centre-based.

"The reduced teaching load was particularly valued by the high school probationers in Northumberland, while in Liverpool 90 per cent of the probationers and tutors interviewed regarded it as the most beneficial aspect of the scheme, because of the extra time it provided for lesson preparation and marking.

"A number of headteachers and advisers considered that some probationers would have left their schools had it not been for the lightened teaching load."

Although the reduced teaching load was strongly favoured, the arrangements for making it possible revealed difficulties. In infant and first schools, the probationers disliked the disruption of their relationships with classes. In some primary schools it was difficult to find replacement staff of the required standard; small secondary schools also had difficulties in finding specialist replacement, and it was not always possible to release both tutor and probationer at the same time.

The cost of releasing probationers and tutors in both areas was about £1,000 a year for each probationer. "Since this was clearly the most expensive single item in the scheme, accounting for the bulk of the total costs, the professional, administrative and financial implications of reducing the 11 days' lightened teaching load by one day are being considered by the local education authority organizers."

Tutors in Northumberland were paid a basic £100, plus £20 per probationer, up to a maximum of £200 for five probationers, while in Liverpool, they were paid on a pro-rata scale to a maximum of £288 for six probationers.

Almost half the Liverpool tutors were head teachers or deputies, a fact which led 90 per cent of the probationers who were interviewed to say that they were reluctant to seek advice from their head. "It seems advisable therefore that head teachers should delegate teacher-tutor responsibilities wherever possible."

The courses arranged were similar. Reading, mathematics, art and craft and a deal with the proved popular with primary probationers, while secondary proba-

tioners recommended mixed ability teaching, the teacher and the specialist subject topics.

Both groups expressed a strong preference for school-based rather than college-based courses, "the confirmation of research findings that external courses must, however, deal with problems which probationers want highly specific individual advice."

"Probationers fairly frequently stated that the courses duplicated work previously done in college. Some acknowledged that this was not necessarily bad since it was often useful to look again at a topic in a new context, but others felt that the topics were irrelevant to their needs."

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Five models of induction training: other local authorities have devised their own induction schemes without sponsorship from the DES. They fall into four categories varying from the traditional approach which relies mainly on the informal help of headteacher and colleagues, to the more complex system where probationers are appointed especially for induction.

The schemes in Liverpool and Northumberland are represented by diagram 5.

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Science diary

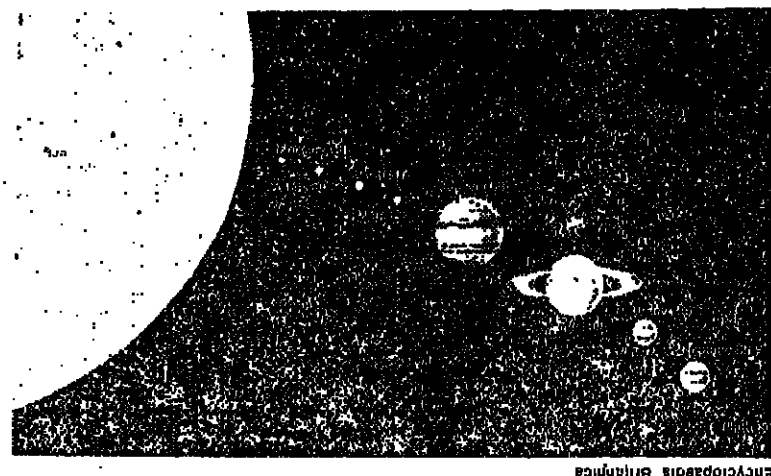
by
John Maddox

New clues to the solar system

How well known is the solar system? It is natural enough that we should think it to be a nicely tidy place. Most schoolboys can recite the names of the planets in order. Most of them also know that the planets are in the inner solar system, as well as Mars, Jupiter and Saturn, which has been gathered in the past few years by various spacecraft is likely to be substantially increased before the end of the decade.

But, alas, these just happen to be the most conspicuous and accessible parts of the solar system. Astronomers are still having to scrape the bottom of their instrumental barrel in the search for information about the other parts. However, two intriguing pieces of information have now come to light.

First, it seems that the surface of the outermost planet, Pluto, consists at least in part of solid methane, one of the common constituents (but in gaseous or liquid form) of Jupiter and the more distant planets. So much has apparently emerged from observations carried out by a group of astronomers from Hawaii University, working with the four metre telescope at Kitt Peak in Arizona.



What every schoolboy knows: but it's only just scratching the surface.

What they have done is to look for infra-red radiation reflected from the surfaces of Pluto as well as from the satellites of the outer planets, Saturn in particular. What they have found is that the radiation from Pluto falls at a wavelength characteristic of solid methane, in which respect Pluto differs from the moons of Saturn, which are known to have a surface coating of ordinary ice—solid water.

Another consequence of the new observation is, by all accounts, that estimates of the diameter of Pluto will have to be reduced. Previous estimates have fluctuated widely, with 6,000 kilometres as one of the most educated guesses, but now it seems that the diameter of the planet may be only half as much, roughly that of the moon. And if the surface of Pluto is cold enough to allow solid methane to persist there, its temperature must be less than 50 degrees above absolute zero, or less than minus 220 degrees Centigrade. This is no great surprise, for Pluto is nearly 40 times farther away from the sun than is the earth.

This new development fits in well enough with current views about the origin of the solar system as a whole. Once the sun had been formed, the remainder of the solar nebula would have been flattened into a disc and the material in it would have been pushed towards the outer regions of the solar system by radiation pressure, condensing into solid or liquid objects on the way. This explains why the inner planets contain large proportions of the least easily volatile materials and why, from Jupiter out, they contain increasing

Polys creep back into favour with students

Polytechnics were able to fill many of their empty science and engineering places last September because of the biggest increase in student enrolment for years.

Latest figures from the Committee of Directors of Polytechnics show that 10 per cent more people started full-time or sandwich courses in the 1975-76 session than the year before. Engineering and science departments had an 11 per cent increase.

In spite of falling applications for higher education in the early 1970s, admissions to polytechnics have been rising by about 3 per cent a year. Last year's increase and the upturn in applications to universities may partly reflect renewed interest by students.

But the overriding influence is the size of the 18-year-old popula-

tion. This has started to rise again after falling heavily for some time. The upward trend will continue until 1982. In the meantime, almost certainly, another phase of buoyant applications.

After that the big drop in the birth rate, which is now affecting primary schools, will have worked its way through to higher education. The CDP figures take no account of the extra number of students at polytechnics because of mergers with colleges.

Mergers added about 6,000 extra students. For the first time for several years the number of part-time students also rose slightly—by 4 per cent. The largest numbers of part-timers were taken on by Birmingham (3,617), City (3,476) and Bristol (3,012). Trent and Sheffield took on the most sandwich students, Birmingham and Manchester the most full-timers.

Politics too hot to handle?

Political education may cause trouble in schools if the pupils receiving it conclude that politics, like charity, begins at home, said Professor Ian Liston, professor of education and director of the political education research unit at York University in Strassburg recently.

He told a conference on the development of democratic institutions in Europe that schools themselves were political systems with their head, teacher and pupil hierarchies. Any political analysis of this by the pupils could put pressure on the institution. That, along with the fact that political education was contentious to the point of being taboo and that teachers themselves were answerable to local politicians, made the subject a "hot potato" as far as schools were concerned.

But politics should be taught as shared by all up to the age of 16. The overall aim should be to foster political literacy. This meant giving pupils a knowledge of basic political concepts, a critical stance towards political information and a value for freedom, tolerance, fairness and a respect for truth and reasoning.

Political literacy also meant equipping pupils with the skills to take positive action and change political situations. But schools were not particularly favourable places for the encouragement of political action and it is likely that their contribution to the promotion of political literacy would mainly be developing verbal and analytical skills.



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PROFILE

Lord Donaldson: 'The only job I wanted...'

Michael Church talks to Lord Donaldson (right), farmer, prison visitor, opera lover and, now, Minister for the Arts



For the record: highbrow theatre for...



... lowbrow filmgoer ...



... and music lover

Some people's lives reveal a curious harmony of logic and chance. Lord Donaldson of Kingsbridge, who has just been promoted to his intense surprise and delight—from the Northern Ireland Office to the Ministry for the Arts, would seem to belong to this happy brotherhood.

Whether one describes him as a farmer with a passionate interest in prisons and opera, and with a noble approach to politics, or whether one puts the whole thing the other way round and alters the emphasis, seems immaterial. Silver spoons, happy chances and a certain hard work have allowed all these facets to interpenetrate profitably for most of his 68 years.

If the words "ruling class" still mean anything, John George Stuart Donaldson is part of it. His father was master of Magdalene College, Cambridge. He himself was educated at Eton and Trinity, Cambridge, where he read, first, moral science, then law. It was, as he disarmingly points out, the old boy net from those student days which propelled him towards his directorships at the Royal Opera House and Sadler's Wells—and therefore, ultimately, towards the job he now holds.

"Well, Garret Droghda and I, when we came down from Cambridge, started a thing called the Quartet Society. We put on chamber music in beautiful houses." Time passed. One thing led to another. Lord Droghda became powerful at Covent Garden, and "like any loyal friend" drafted Donaldson on to the board.

He has, on the other hand, been a Labour supporter ever since the General Strike. "What finally decided me was the Government's decision to cut the dole—which I thought was a bit of a shame. From 1935-36 he worked for 15 weeks at the Pioneer Health Centre in Fackham, which that same net had also led. I met someone who was a great friend of the people who were running it. They introduced me and I was captivated."

He married (Frances Donaldson, the best-selling author, and daughter of playwright Frederick Lonsdale) and went into business—road transport—because a friend of mine was running it. Then came the war, during which his wife bought a farm "and did it jolly well—second in the high-yielding Ayrshire in her county—that sort of thing". He loved it so much that he decided to farm too, "but she was always the better farmer."

Between 1966 and 1973 he was chairman of the National Association for the Care and Resettlement of Offenders. How did he get on to that? "Well, again, pure chance. Frank Pakenham, who is a very old friend, was involved in a society concerned with penal matters and I met him at a dinner and said: 'Look here, I've just been made director of Covent Garden, which means I shall be in London a certain amount and I've nothing else to do, so whatever you want done I'll do it'."

He became hon. sec. visited 100 men in 10 different prisons before they came out, grew knowledgeable on the subject and drafted a report. "It's a field where once you've started you always remain in it. And of course

it was rather interesting going to Ireland, because there I was on the other side, trying to keep them in instead of getting them out."

Though he kept a low profile, he was, by all accounts, quietly effective at the Northern Ireland Office. Did he find the whole experience depressing? "No—I found it very stimulating, terribly interesting, and I didn't." He was able to smooth a few corners here and there. In a country in that sort of turmoil there was much ordinary life that went on and had to be administered.

And now, though he is still the Northern Ireland spokesman in the Lords, here he is in "more or less

the only job I passionately wanted". There seems, incidentally, little doubt at the Arts Council and among the big battalions of the musical and theatre worlds that he will do it well.

Unencumbered by the populist rhetoric of his predecessor, Hugh Jenkins, he will probably pick his way with caution and wide, rather actively open mind. He has, of course, hobby horses of his own. After morals, culture is, he says, the most important thing which divides us from the animals. "I'm on the same side as Jenny Lee and David Eccles. I want to see greater excellence in creation and performance, and greater availability of all the arts for the public."

He expands his argument: "I don't think you can get excellence without the things we have in the form of Covent Garden, the English National Opera, the symphony orchestras, the National Theatre, the Royal Shakespeare. These excellences are both national and central. I have seen Scottish opera develop exclusively with people who were trained either at Covent Garden or at Sadler's Wells. It all came from the existence of something excellent at the centre."

"But having said that you've got to foster it outside. People like me who have always been concerned with the centre are always suspected of not caring in the least; but this is absolute rot—though I know it's no good just saying that, I've got to prove it."

He is, in fact, a convinced devotee of the idea of giving more power to regional arts associations, and also with regard to building up new geographical areas of excellence. He is very excited about the work local museums are doing, and he has enthusiasm over the virtues of our library service—a fact which should give heart to this threatened sector. He looks forward to piloting through P.L.R. really good things, and he thinks poets need special help.

One situation which might have proved ticklish—and antipathetic—for Lord Donaldson to preside over has conveniently subsided in advance. Hugh Jenkins wanted to "democratise" the Arts Council, with its members being chosen by interested bodies, but this plan—which would probably have been more trouble than it was worth—was never clearly thought out and has now been virtually shelved.

Like his predecessor, however, Donaldson sees his main job as getting more money for the arts. "I don't think any government ever does enough for the arts—or ever will." But a propos of the vexed question of VAT and its "damaging" (his concession) effect on the arts, he says: "I am for him to tell the Chancellor where to put his taxes. All I can do is tell him what the effect of any tax on the arts will be."

There's a great deal to be said, he adds, for "non-political subjects like the arts" being dealt with in the Lords. "There's less yabbering stuff, which isn't terribly helpful." Eccles, he thinks, brought an "unwelcome whiff of politics into the arena with museum charges."

He regards the arts as Britain's one growth industry: "That and tourism are the only things that earn us any money these days. The arts are the only thing that can keep open during the summer months largely because of the tourists, and he instances the crowds from all over the world who throng the National Gallery."

Since it is the Arts Minister's job to interest himself equally in everything in his purview, and since Lord Donaldson has already emphasized his impartial intentions, his personal tastes may not be at first—be of much significance. For the record, however, the great and the good is a high brow theatregoer, a low-brow filmgoer, a music lover up to and including (but not going any more averse) to opera. He is an expert on trad jazz.

In brief

Job guide

The Insurance Industry Training Council has produced a *Guide to on-the-job training*, which is particularly directed to improving the quality and accuracy of clerical work. The guide is obtainable free from the Secretary of the Council, 20 Aldermanbury, London EC2V 7UL.

Police watch truants

Specialist selected uniformed police officers are to patrol streets in Devon during school hours and return young truants to their classrooms. In a joint letter to heads,

People

Dr D. A. Henderson, of the World Health Organization, has been awarded the George Macdonald Medal for services to tropical hygiene given triennially by the London School of Hygiene and Tropical Medicine and the Royal Society of Tropical Medicine and Hygiene. The award is made for his work on the eradication of smallpox. Brigadier L. Howell, chief education officer, HQ United Kingdom Land Force, is to be director of Army Education at the Ministry of Defence.

Miss Pauline Webb, a secretary of the Overseas Division of the Methodist Church, is to be chairman of the Board of Community and Race Relations of the British Council of Churches.

Appointments

Schools

Mrs M. P. Wood, to be head of Riddlesworth School, Diss, Norfolk, in succession to Miss E. Ridsdale, who is retiring.

Mr David Lewis, deputy head of Alexandra Junior School, Harrogate, to be head of Cobourg Junior School, Camberwell, London.

Mr Kevin McMahon, head of Bentworth Primary School, to be head

Chief Constable John Alderson and Mr Joslyn Owen, chief education officer, say the aim is to cut waste of educational opportunity and help to curb juvenile crime.

Fund for widow

A fund has been set up to help Mrs Wendy Clements, widow of Mr John Clements, the 22-year-old teacher at Shorardwood School, Lockleys, Welwyn, Herts, who died trying to save children who were trapped in a hotel fire at the Italian ski resort of Sappada earlier this month.

Boost for CAL

Professor Peter Ayscough has received a grant of £90,000 to enlarge the Computer Assisted Learning Project at Leeds University.

of Wormholt Park Primary School, Shepherds Bush, London.

Mrs Rosalind Mitchell, deputy head of George Eliot Infants' School, St John's Wood, to be head of Flora Gardens Primary School, Hammer-smith, London.

Mrs Edwin Howard, deputy head of Bognor Primary School, Bognor, to be head of the new primary school at Lee, Lewisham.

Mr Richard Proctor, director of studies, Lord Williams School, Thame, to be head of Oxford School, Oxford.

Mr David Kenningham, deputy head of Whitley Abbey Comprehensive, Coventry, to be head of Cheney Upper School, Oxford.

Mrs Pamela Williams, deputy head of Cumberland Comprehensive, Newham, to be head of Clapton Park School, Hackney, London.

Colleges

Miss Josette Honey, senior tutor at Bognor Regis College of Education, to be principal of the Ladies College, Guernsey.

Universities

Sir Fraser Noble, vice-chancellor of Leicester University, to be principal of Aberdeen University, in succession to Dr Edward Wright, who is retiring.

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Short Courses Office, The School of Education, Reading University, London Road, Reading RG1 5AQ.

MUSEUMS AND EDUCATION

One-day symposium for teachers, educationalists, youth leaders and parents, with practical sessions. Organized by the National Maritime Museum with the University of London (Goldsmiths College) ON SATURDAY, JUNE 12, 1976 at the NATIONAL MARITIME MUSEUM. Immediate booking advised; places limited (closing date Wednesday, May 12). Fee £1.50. Students 75p. Applications with fee to: Education Services Department, National Maritime Museum, Romney Road, Greenwich SE10 9NP.

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Adam Hopkins reports from the Basque country on Spain's 'secret' school system

Basques hope for end to tongue trouble

Behind the headline-grabbing activities of ETA, the militant Basque separatists of Spain, lies, unknown even to many Spaniards, one of Europe's most continuing and massive foci of cultural resistance. This is the "ikastola" movement, aimed originally at preventing the suppression of the Basque language and now bidding fair to extend its use from country districts to the cities and industrial zones of the Basque country. It is having a degree of success for a minority language which has so far eluded Wales or Ireland.

After General Franco won the Civil War in 1939 he made prolonged and strenuous attempts to eliminate the Basque language as part of a campaign to reduce the separatist tendencies of the four Basque provinces. Leading exponents of Basque culture were imprisoned, went into exile or, like the poet Leizaola, were shot. In the immediate post-war period many Basque families played safe with their children's future by failing to pass on the language.

Then, in 1960, when it was still considered dangerous to use Basque in public, three clandestine schools were started up in private houses in the province of Guipuzcoa. They not only taught the children the Basque language—in Basque, *euskara*—but used it as a medium for instruction. Today there are 195

of these ikastolas with a total of 30,000 pupils, offering everything from pre-school education to—in one case—the full baccalaureate.

This growth has inevitably meant that the ikastolas have ceased to be clandestine. The Spanish Government, which has since 1970 recognized the existence of Basque and Catalan (though with an inferior status to Spanish), simply pretends they do not exist.

On paper, the ikastolas comply with the ordinary requirements made of private schools—in terms of syllabus, safety regulations and so forth—and they are not prevented from issuing certificates of elementary education, even though Government inspectors know perfectly well that most of the teaching is done in Basque. At the same time, the Government silently withholds the grants that are normally available to the private sector.

Thus, under the police fiction that nothing unusual is happening, the Basque community has set up a considerable and growing system of parallel education. The ikastolas now exist on so massive a scale that their suppression would be almost impossible; and the next step is likely to be an open demand for Government grants.

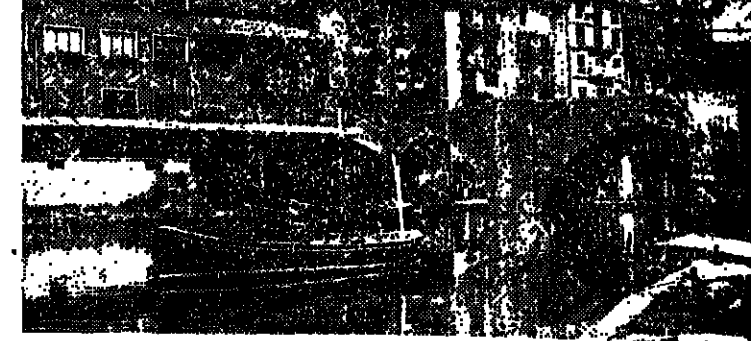
On a tour of ikastolas in the Bilbao district, I found that pupils were drawn from almost the whole social range, excluding only the

very rich, and with support strongest among the lower-middle and skilled working-classes. In one working-class suburb of Bilbao the 600 children in the local ikastola were drawn almost entirely from Spanish-speaking families willing to pay hard cash for their children to be educated in Basque. Many ikastolas in industrial areas include a fair sprinkling of children of workers who have immigrated into the Basque country from other parts of Spain.

The overwhelmingly important reason for this support is that the language itself is seen as expressing political solidarity and regional defiance of Madrid. Another has been the resurgence of Basque as a natural vehicle for poetry, theology and the emotions.

The language has also undergone rapid modernization, escaping from the archaic purism in which nineteenth-century nationalists sought to enshrine it. This new flexibility, it is claimed, makes it an adequate language for industrial society.

Equally important is the attitude of the Basque priesthood. The local clergy contains a higher proportion of Basque speakers than the population at large and over the past 20 years the younger Basque priests—often to the indignation of their superiors—have identified strongly with what they see as an oppressed people.



Waterfront flats in the Basque fishing-port of Ondarra.

Occasionally this breaks surface in political acts—for example, the defiant sermon of the priests of Vitoria last month at the funeral of the three Basque strikers shot dead by the police. It has also meant a dedicated support of the Basque language.

Most of the early ikastolas in country districts began as church kindergartens. Some ikastolas at elementary level are run by the church and it is common to find priests on the staff of secular ikastolas.

Teachers in the ikastolas are generally young and often inclined to be progressive. One ikastola I visited is experimenting with team-teaching and individual programmes of work for each child. Like many others, this school is owned by a

cooperative of parents who are closely involved in every detail of school life. The junior half of the school is housed in a caserio—an old, half-ruined farmhouse—buildings of the region, combining barn, house and animal sheds.

Teaching methods at another ikastola near by were more conventional, but linguistic fervour was there. "We do the whole official history syllabus," the head said, "but we also try to talk to the children about the culture of the Basque country. If that is political, then, yes, we teach about political matters. But remember that the Spanish State is doing just the same."

Holland

Middle school plans under fire

from Arnold Lissauer

AMSTERDAM Dr Jos van Kemenade, Education Minister, has been fiercely attacked in the Upper House for his long-term plans to establish middle schools which will take the place of the present Mavo's (secondary general education), Havo (higher general education), and both kinds of grammar schools, the *Atheneum* and *Gymnasium*.

The proposed middle school aims at a common secondary education for the 12 to 16-year-olds, giving each pupil the maximum of attention and a better chance to develop individually.

The new system would mean postponing the moment of further educational and vocational choice until the end of the middle school, which would be followed by an upper school for 16 to 18-year-olds divided into different streams.

In August two middle schools will start by way of experiment, while 10 more schools will operate the system partially.

Opponents of the plan fear that it would mean a lowering of educational standards. They argue that the controversial education clause of the Constitution which proclaims freedom of choice of education.

If an Opposition motion against introducing the middle school were carried, Dr van Kemenade would be in great difficulties; he might then expect to be defeated also when his proposal to update the educational clause of the Constitution, for which a two-thirds majority is needed, is voted on.

The proposed text would give the Government direct powers to fix curricula, although theoretically Parliament would still have the last word.

Sweden

Smoking and drug taking fall

A survey of 12,000 Stockholm comprehensive school teenagers by the city's school board has found that while numbers taking drugs have fallen from 4 per cent to 2 per cent of 13-year-olds and 33 to 25 per cent of 16-year-olds during the last four years, as many as 23 per cent of boys in the oldest age group now take snuff.

While there is virtually no difference in drug-taking between the sexes, smoking is significantly more common among girls.

West Germany

Still no end in sight to job training dispute

by David Dungworth

By 225 votes to 163 Parliament (Bundestag) has approved the Federal Government's Bill to reform vocational education. But there is as yet no end in sight to the wrangling which has held up this controversial legislation for over two years as the opposition Christian Democrats (CDU/CSU) intend to demand a (CDU) in the Upper House (Bundesrat) to block the Bill's further progress when it comes before it in the middle of next month.

Without Government action the present shortage of apprenticeships will become increasingly acute during the next four years when the children born in the high birthrate years of the early 1960s leave school. About half a million additional training places will be needed by 1981.

But opinions differ on how to encourage business to provide these places. Finance is the root of the problem and it was this aspect of the Government's proposals on which the debate in the Bundestag centred. At the moment three models are under consideration.

The Bill itself envisages a levy of 0.25 per cent to be paid by all firms with an annual wage and salary bill of over DM 400,000 (about £85,000) whenever the supply of training places exceeds the demand for them by less than 12.5 per cent. Bonus payments from this fund would be made to those firms which train apprentices.

The CDU/CSU reject this formula as they feel it will hamper industry's efforts to recover from the current economic recession. Their alternative plans for the reform of vocational training, published in January (TES January 31), made no reference to financing because they were unable to agree on a joint programme.

France

Giscard stands firm on plans for 'vocational' degrees

from William Farr

PARIS The two-month long strikes and demonstrations against the reform of second-cycle university courses (TES, April 2 and 23) would not lead to a repetition of the May 1968 student troubles, President Giscard d'Estaing told a Press conference last week. The issues were not the same and there was not the same massive discontent.

This could be seen in the narrow majority votes in favour of strikes and the relatively small numbers of those who marched in Paris and provincial university towns, he said. The adoption by the university presidents of a resolution calling for the withdrawal of the ministerial decrees by 35 votes to 26 also showed that opinion was closely divided.

Since 1950 the number of students had risen from 135,000 to more than 800,000 which, the President said, was 50 per cent more than Britain, which had about the same population, and 50 per cent more than Western Germany which has a larger population and an industrial output 40 per cent higher than that of France.

Of French students in universities—excluding the *grandes écoles*—only 4 per cent were following courses in sciences and technology leading to engineering whereas in Western Germany the figure was 20 per cent and in the Soviet Union around 45 per cent.

The purpose of the new vocational second-cycle courses

which the universities were being asked to establish was not to turn out men and women with narrow specializations for specific jobs, said the President. Nor was there any question of imposing new courses on universities, of obliging them to lower their standards or of subjecting them in any way to business interests.

Some commentators see in the President's references to the number of French university students in France and the entry selection system used in other countries confirmation of suspicions that the purpose behind the reform is to reduce student numbers, particularly of those who carry on with higher education after the first general two-year cycle.

They argue that if the universities are required to make their proposals for new courses within their current on-going budgets they will be obliged to cut out or reduce traditional courses and to impose entry conditions.

To this Mme Alice Sauval-Selk, Secretary for Universities, has replied that there are not too many students but too many students following courses which lead to jobs which they will not find. She also announced that the universities' budget which for 1975 is 18 per cent higher than for 1974 will be again increased for 1977 and that "considerable sums" will be reserved for implementation of the second-cycle reform.

Italy

TV sex teaching for young

VERONA A weekly programme of sex education for children between the ages of six and 10 has just begun on Italian television.

The current television sex education programme is the result of a reform of Italy's State broadcasting system which came into effect a month ago.

The reform created two independent television programmes:

one closely associated with the Catholic Church and the conservative Christian Democrat Party, and the other (on which the sex education programme is channelled), linked to the non-sectarian political parties of the left.

It is hoped that the new programme will help dissolve current prejudices to sex education in schools, and will stimulate discussion in the classroom and at home.

Dalbert Hallenstein

Australia

Minister warns of austere times ahead

from John Kirkaldy

SYDNEY "All of Australian Education will be dominated by the continuing seriousness of the Economy". This warning was recently issued by Senator John Carrick, Minister for Education.

Although he is pledged to maintain Federal education spending at its present level the minister does not envisage any increases in the foreseeable future, particularly in capital projects. He also makes it clear that Australian education must be prepared to undergo



Senator Carrick: low profile

economies and a period of reassessment.

Senator Carrick sees three main differences between the present Government and the previous Labour Administration. These are a greater belief in the individual, the need for a more decentralized educational choice.

Senator Carrick, whose first ministerial post this is, will face a difficult situation in the foreseeable future. The growing tightening of public expenditure, made worse by the country's inflationary conflict with the different sectors of education. The current growing timidity of teachers' unions may be a portent of things to come.

These conflicts are likely to come into the open with the coming reports of the universities, advanced education and schools commissions. The Government's reaction to these reports, which are expected in July, will determine the basic outline of education in Australia for the next three years.

Until then Senator Carrick will predictably try to maintain his low profile while he adjusts to his portfolio. Apart from a devolution of power to State governments, the most likely controversial new proposal may be a limited trial introduction of vouchers.

Republic of Ireland

Secondary unions get little Easter conference cheer

from our correspondent

DUBLIN Plans to establish a new council for the education, registration and discipline of all teachers in the Republic were now at an advanced stage of preparation, Mr Richard Burke, Minister for Education, told delegates to the annual Easter conference of the Teachers' Union of Ireland in Galway.

At the other major second-level teachers' union conference, organized by the Association of Secondary Teachers (Irish) in Waterford, the main debates centred on changes in the examination system and on a growing militancy about opening up appointments to principals traditionally held by members of Catholic religious orders.

The new teacher education council—called An Chomhairle Mhúinteoiríocht—has been mooted ever since the change of government when Mr Burke, as the incoming Minister, made it one of his political priorities.

The overall financial stringency was mirrored both in the Minister's speeches to the two conferences, and in the priorities adopted by many delegates. To the TUI the Minister could do no more than announce the re-establishment of a number of courses for remedial teachers in vocational schools, and hold out a distant prospect of secretarial assistance for the principals of these schools (at present many principals have to do all their own secretarial work unaided).

The industrial issues discussed provided evidence for the teachers' conviction that far too little was actually being spent. Unmollified by the Minister's defence of this year's Budget allocations—which in many cases do represent modest increases on last year's headline funding—by his references to the major cuts

which have taken place in Britain and Northern Ireland, the secondary teachers called for the restoration of a favourable pupil: teacher ratio, and the vocational teachers demanded appropriate payment to help end an overtime dispute which has resulted in unsupervised classes in a number of schools.

The question of remedial teaching loomed large at the TUI congress, where it was explicitly linked with the fact that the vocational schools in which TUI members teach are non-selective, while the secondary schools, which they may be in competition for pupils can afford to select the most academically able pupils.

Mr William Webb, TUI president, argued that this practice was responsible for a situation in which almost 30 per cent of the children in vocational schools could be classified as in need of remedial help, compared with only 8 per cent in secondary schools.

Remedial teachers are at the moment allocated to any school which is sufficiently large, irrespective of whether it is a vocational school or a secondary school, and vocational teachers claim that this discriminates against finding a solution to their special problems.

The TUI passed enthusiastically a resolution urging greater haste towards a merger with the ASTI. A similar motion at the ASTI convention was also passed, but with not quite the same amount of enthusiasm, in view of the latter union's continued hostility to the prospect of having to open its ranks to teachers who are members of religious orders.

In closed session, the convention decided that their members should now apply for principalships in the religious-run schools whenever vacancies occur. This is a move which may eventually lead to confrontation.

Primary class size concern

Concern about continued overcrowding in the Republic's primary schools was the main public issue at the annual congress of the Irish National Teachers' Organisation in Killarney.

In private, the INTO, which organizes the huge majority of the country's primary teachers, discussed their tactics for the final round of negotiations on the powers of the new boards of management which are being established in their schools.

The issue of overcrowding, in fact, led to a brief but sharp confrontation between Mr John Bruton, Parliamentary Secretary to the Minister for Education, and Mr Dennis Rustace, INTO President. Mr Bruton was heckled by delegates when he said, during his speech, that the elimination of large classes might not necessarily be the best way to use limited resources in order to help disadvantaged children.

Mr Rustace's reply emphasized that 50,000 children are in classes of more than 45 pupils, and that almost 1,000 of these are in classes of more than 55. Later in the week Mr Richard Burke, Minister for Education, came to the defence of his Parliamentary Secretary saying that the average ratio of teachers to pupils was now only just above 30:1 nationally—but this includes special schools and small rural schools where abnormal staffing ratios still apply.

One of the key points at issue in the new management proposals, now close to ratification, is the composition of boards of assessors for teachers other than the principal.

The Department of Education is suggesting that such boards should include a parent in addition to a number of independent assessors, but the INTO is relating this strongly, arguing that opening the door to parent participation in the selection of teachers would also lead to the growth of political influence and local pressure on the appointment system.

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Sport

Brockenhurst scrape through in golf final

by Stanley Levenson

There were close finishes in the English, Welsh and Scottish finals of the Aer Lingus schools team golf championship, with the tie breaker brought into separate winners and losers in England and Wales.

Brockenhurst College, Hampshire, last year's English champions, scraped through against Worthing Sixth Form College at Little Aston, Birmingham, after both had tied on 237 for the best three of four cards. But when it came to counting the best two scores Brockenhurst had three strokes to spare.

The Brockenhurst boys were led by Kevin Weeks, who in 1975 returned the lowest total for 36 holes in the international final in the Republic of Ireland. The other three in the team were also the same boys as last year—Brian Mudge, who scored 79, Keith Whitson (86) and Paul Moller (87).

Worthing's team was David Boyd (74), Simon Illingworth (80), Peter Isherwood (83) and Graham Kirkham (90). Third was Solihull Sixth Form College, with 244.

Bishop Gore School (Swansea) ousted Ysgol John Bright (Llanudno) with a better two-card score

after both teams had tied on 254 strokes at Southerndown.

Bishop Gore scores were: Geoffrey Clement (83), Philip Balfry (84), Nigel Coole (87) and Jeffery Edmondson (95). John Bright's were: David Webb (84), Tudor Williams (85), Keith Murray (85, and David Hughes (91), a two-stroke advantage counting the lower two cards. Whitchurch High School, Cardiff, was third with 261.

Although no tie breaker was needed in the Scottish final at Glen Eagles, the winners, Stewart's and Melville College, had only two strokes, 237-239, to spare over Carnoustie High School, the 1973 Scottish champions, with Douglas Academy third on 244.

Lance Sloan (77), Andrew Hubble (78), Duncan Hamilton (82), and Scott Noble (92) were the Stewart's and Melville team. The best individual round was by Barry Brooks, of Kincorth Academy, who returned 76.

The three mainland champion schools, together with the (all) Irish champions, to be decided this week, contest the Aer Lingus international final at Portmarnock, Dublin, on May 9.



Kevin Weeks: leader.

Yorkshire keep badminton title

Yorkshire retained their title in the school inter-county badminton championships, a massive affair of 1,120 games held over four days at Nottingham University. Yorkshire beat surprise finalists Surrey 6-4 after a fairly sore path to the final; Lancashire were beaten 8-2, Humberside 7-3 and Derbyshire 6-4.

In contrast, Surrey, after beating Cumbria 6-4, just managed to squeeze home. They drew 5-5 with both Manchester and Leicester, but earned the verdict when the game points were tied up.

Yorkshire's team was Gillian Toplis, Jill Donkin, Sandra Shield, S. Baker, H. Kippax, Jonathan Dorn, Paul Giddard, Donald Burden, John Cuts and C. Shaw.

In the Surrey team were Karen Bridge, the best young player in the country, Karen Coates, Suzi Norton, Gill Smith, Caroline Storer, Chris Joel, Mark Elliott, Phil Thompson, Jimmy Harris and Paul Andrews.

The schools badminton season is not quite finished. Next on the list is the top school championship at Redditch on May 8.



Given team checking on their position.

1,000 schoolboys in festival of soccer

by Norman Creek

Nearly 1,000 schoolboys and teachers took part last week in the twelfth annual Festival of Soccer for under-19 teams at Skegness.

In six days 11 games were played on 60 grounds. They were controlled by 70 match officials.

The match of the week, however, was between the pick of the boys at the festival and an FA Youth XI. This, played on the ground of the Skegness Town FC on Sunday, resulted in a narrow defeat for the Festival XI, which was virtually the same England team which recently

beat Wales and drew with Scotland. The FA Youth XI was chosen from professional clubs in the Midlands.

Both sides used their substitutes after the interval and the standard of play improved appreciably. Nottingham hit an upright with a crashing left foot shot, and then almost headed a goal before the FA took the lead through Reates, of Coventry City, after more good play by his clubmate Goodson.

It needed a fine diving save by the FA goalkeeper to prevent an equaliser as the Festival XI at last

began to play some constructive football. But defences remained on top and there was no further scoring in a game which must have been something of a disappointment to the England selectors. The team:

Festival XI: J. I. Sheed (West Midlands), F. S. Ormerod (Hereford and Worcester), K. T. Moore (Humberside), C. G. Reeves (Kent), R. J. Hill (Hampshire), K. T. Grimley (Greater Manchester), E. Nwajioji (Inner London), F. Whitaker (Lancashire), C. P. Green (Hampshire), T. C. Donovan (Humberside), J. Ratcliffe (Staffordshire).

Ten-year-old Karen shines among the chessmen

Warwickshire have won the British Chess Federation's 'inter-counties' girls' team championship on their first appearance in the competition. Although rank outsiders, they beat teams from Hampshire, Surrey and Gloucestershire in the final rounds at Bournemouth, Bournemouth.

Their outstanding player, Karen Pointon, was also the youngest competitor. She is 10. Karen, a pupil at St Nicholas School, Kenilworth, boosted her team's morale by winning her game in just one hour.

She was ably supported by Sandra Goodson, 13, who extends Blue Comprehensives, Coventry, and Katie Blake, 13, and Debbie Evans, 15, of Abbey High School, Kenilworth. Best of the Surrey players was Wendy Fricker, captain of the British under-18 girls' team. The top Hampshire girl was Jane Sey-

mour, current under-18 British girls' champion, and Sheila Jackson, 17, was adjudged the best player from Lancashire.

Andrew Paul, an 11-year-old from Bournemouth, near Nuneaton, who was hailed last year as the most promising young player in the country, will be among those taking part in a national chess championship for boys this weekend at Blbury Hill, the training centre for Birmingham's Federation of Boys' Clubs.

Andrew, who is a member of Bournemouth Boys' Club, will be representing Warwickshire. Recently he won the Warwickshire title for the second consecutive year. In the national boys' championship last year he finished tenth, but was given a special award as the most promising young competitor.



World title for Bruniges

by Marjorie Pollock-Smith

Robert Bruniges (Salle Basse) now the Under-20 foil champion of the world. His gold medal, won at the World Youth Championships in Poland, is the first in foil since 1958.

Bruniges began fencing at 12 under John Fairclough, at the School. Four years later he was fourth in the Open Coronation and won the Gelsenkirchen 20 foil international.

In September 1973 he was Millfield School on a bursary, his fencing was taken over by Norcross. That year he won a foil place in the World Championship in Buenos Aires at 16, was awarded full international colours when he won Britain's world championship team.

Bruniges left school last year, is now under Steve Banton. An enforced rest through injury he has established himself among Britain's first-class fencers.

His outstanding achievement this year includes his Under-20 foil, from 250 entrants, in brown, second place in the Open Coronation Cup, the Under-20 foil championship, Easter and last weekend, on days after returning from second place to champion Paul in the senior British championship.

The only girl

by Neville Bennett

Carol Tarbut, a physical education student at Worcester College of Further Education, was the only girl among a group of 81 candidates who recently completed a grueling 31-mile river course to raise funds for Britain's Olympic squad.

It was a big challenge for 15-year-old Miss Tarbut who took the sport a year ago and had previously cannot only two-mile distances. She came from Bromley, Kent, to Worcester and had the team to raise about £600.

Squash champion

Mark Ashton, of Warwick, won the seedings, by winning the schools under-14 squash championship at the Lambton Club, London. Mark, ranked second, beat top seed, Christy Willstrop (Greenwich School, Norfolk) 3-0 in the final. But Christy, younger and more powerful, will be young enough to compete next year.

Teaching Styles and Pupil Progress reports the results of a Social Science Research Council project which set out to answer two basic questions. Do differences in teaching styles differentially affect the cognitive and emotional development of pupils? And do different types of pupil perform better under certain teaching styles?

The definition of teaching style presents a number of problems and researchers have been criticized both for ambiguity in terminology and for concentrating on too narrow a range of teacher behaviour. In an attempt to overcome this a search of the relevant literature was supplemented by interviews with teachers. From this, information was acquired on a wide range of classroom behaviours relating to teaching and organization.

This information formed the basis of a questionnaire which covered such areas as classroom management and organization, teacher control and sanctions, curriculum content and planning, instructional strategies, motivational techniques and assessment procedures.

A census was then carried out on all fifth- and fourth-year teachers in Lancashire and Cumbria, a total of 871 schools; 88 per cent responded. From this a classification of teaching approaches, or teaching styles, was computed by grouping those teachers together who had answered the questionnaire in similar ways. This resulted in 12 styles rather than the ubiquitous traditional/progressive dichotomy (see 'Pupils' Progress', TES, October 18, 1974). Since these styles were based on questionnaire responses a series of validity studies were undertaken which established that teachers were teaching in the way they said they were teaching.

In the second stage of the study the pupils of 37 teachers, chosen to represent the range of teaching styles identified, were followed through the school year. They were tested for attainment in reading, mathematics and English before

entering their fourth-year class and, shortly after entry, on a range of personality tests. They were retested on these in the following June. In order to supplement the tests with school-based achievement measures all pupils wrote an imaginative and descriptive story towards the end of the autumn term.

The attainment tests were chosen so that they would not be biased to any particular modes of teaching. The reading test, for example, met all the criteria put forward in the Bullock report, and the maths test was designed to assess understanding, not skill in computation. When a sample of the teachers taking part were interviewed after the study all expressed satisfaction with the tests.

For the sake of simplicity and reliability pupils' progress is analyzed in relation to three general teaching styles labelled informal, mixed and formal. For progress in English (see page 20), the scores represent the average gain or loss over the school year above or below that predicted from initial achievement.

A negative score does not indicate that ground has been lost, only that progress has not been made at the level expected. Thus the progress of formal pupils in English was greater than expected, that of pupils in mixed classes as great as would have been expected, and of informal pupils less than expected. In all attainment areas the progress of formal pupils was greater than expected and that of informal pupils less, the differences all being significant and equivalent to some three or four months' differential progress. The progress of pupils in mixed classes varied according to subject area.

Differences due to sex and initial achievement level were also investigated and presented a consistent picture. Pupils with high initial achievement progressed better in formal than informal classrooms. Boys with low initial achievement progressed worse in formal classrooms than

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Books: psychology; current affairs; education; history; English; drama

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Resources: loudspeakers; American history

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Talkback: First World War; classroom aggression

This week has seen the publication of a major research project on the effect of contrasting teaching methods on children's progress and achievement in primary schools. On the next four pages we publish:

1 An outline of the methods and findings of his research team by Neville Bennett

2 Extracts from the research findings on pupil gain in English, and on the effect of the eleven-plus

3 An evaluation of the findings, in relation to similar studies in America, by V. R. Rogers and Joan Bateman

4 A primary head teacher's reaction from Henry Pluckrose

5 A comment from M. D. Shipman on the design and validity of the research

Teaching styles and pupil progress

Neville Bennett

Benjamin Bloom recently argued that "in education we continue to be seduced by the equivalent of snake oil remedies, fake cancer cures, perpetual motion contraptions and old wives' tales. Myth and reality are not clearly differentiated and we frequently prefer the former to the latter."

Although over-stating the case, he does pinpoint the fact that few innovations in education are ever fully evaluated. The changes in primary teaching methods represent a prime example of this, since few studies have investigated the outcomes of differing teaching approaches. It would seem that the prescriptions of Plowden have been uncritically accepted by many, although little or no evidence has been cited to support them.

Teaching Styles and Pupil Progress reports the results of a Social Science Research Council project which set out to answer two basic questions. Do differences in teaching styles differentially affect the cognitive and emotional development of pupils? And do different types of pupil perform better under certain teaching styles?

The definition of teaching style presents a number of problems and researchers have been criticized both for ambiguity in terminology and for concentrating on too narrow a range of teacher behaviour. In an attempt to overcome this a search of the relevant literature was supplemented by interviews with teachers. From this, information was acquired on a wide range of classroom behaviours relating to teaching and organization.

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continued from previous page

fault, but the ways in which such methods are often put into practice. It is generally accepted that to operate a successful informal approach is difficult, calling for a high level of teaching and organizational skills.

When the inexperienced teacher, or the teacher lacking such skills, attempts to operate along these lines the outcomes are likely to be less than successful. Indeed, proponents of the integrated day have sounded the same warning. "The integrated day can be outstandingly successful; and it can be dismally bad. It is, unfortunately, a fact that when it does not work the results can be almost totally unprofitable for the children and demoralizing and exhausting for the teacher. It is probably no exaggeration to say that with a more formal structure somebody is almost certain to learn something on the way, whereas with a disorganized integrated day it is perfectly possible for no child to make any real progress at all except that which comes about more or less by accident" (J. Taylor, *Organising and Integrating the Infant Day*).

These findings are presented in the hope that a more informed debate on teaching methods in primary schools can be conducted. It would be a pity, and misplaced, to use them to fan the flames of controversy. The findings should be taken rather as a challenge to isolate for example those aspects of formal classrooms which are responsible for progress in the basic skills and to see how they could be incorporated into more informal settings, or to ponder how teaching can be arranged so that there is sufficient structure for the anxious, sufficient stimulation for the most able, and encouragement for the weaker pupils, so that learning is an enjoyable and rewarding experience for them all. Simplistic slogans will hardly help to answer such questions as these.

Neville Bennett is lecturer in the department of educational research at the University of Lancaster.

3 Questioning the evidence

V. R. Rogers and Joan Barron

Neville Bennett's publishers claim on the cover of his book that it is the 'first objective study of the relative effectiveness of formal and informal teaching styles'. They conclude that in the key areas of maths, reading and English, 'traditional methods are often superior'. We find ourselves at odds with both statements.

To begin with, this is not "the first objective study" on the question. A number of studies have been carried out in the United States dealing with these issues. An objective summary of such research leads inevitably to the conclusion that open or informal methods appear to have positive effects on children in non-cognitive areas. Their impact on cognitive learning is less certain, but evidence so far seems to show at least as many positive as negative results.

We are told nothing about the children themselves, although Bennett suggests that the informal schools are located largely in rural areas. We do know that the children in formal classrooms had higher initial levels of performance. Were the children of relatively equal ability?

Since socio-economic class is the most accurate predictor of success or failure in schools (and is highly correlated with IQ as conventionally measured) we must ask whether or not these children had similar backgrounds, experience and indeed intelligence. It is the burden of the researcher to demonstrate that these vari-

ables did not account for the post-test differences.

Bennett's study may be measuring the effect of socio-economic class or differing learning potential rather than teaching style. His use of covariance which statistically controls for the initial difference cannot replace the use of initially identical groups when one wishes to imply causation.

Nowhere are we given data on the reliability, validity, errors of measurement or other vitally important data on the standardized tests used in this study. Clearly this research rests its case largely on the results of standardized test data. Presumably we are to assume that because the publisher says that the test is "broader in content than traditional arithmetic tests" such tests really do test mathematical understanding. Yet the arithmetic test is entirely paper and pencil and two-dimensional in nature.

There is considerable research both in the United States and elsewhere which suggests the difficulty of assessing mathematical understanding in children through purely abstract or symbolic means—yet this is precisely what was done in this study. In addition there is a large and growing body of literature in the United States that is highly critical of the class bias of such tests, their vagueness, inaccuracy, learner-type bias and, most important of all, of the lack of adequate data on which to judge validity and reliability. The appendices do not include either data or sample test items.

More importantly, 50 per cent of the teachers who took part in the study

agreed that the tests favoured formal teaching. (One third said there was bias and one sixth thought the tests favoured informal teaching.)

Bennett states that his formal teachers are older and more experienced than his informal teachers—a conclusion supported by other research and by observation. Genuinely objective research would include teachers with equal years of experience in both formal and informal samples. It is therefore possible that Bennett is testing the effectiveness of teaching experience rather than teaching style.

If it is difficult to get valid and reliable measures of academic achievement through the use of standardized achievement tests alone, it is even more difficult—especially with children—to get accurate data on their personality characteristics. To categorize children as introverted, neurotic, anxious, non-conforming or unsocial on the basis of paper and pencil tests is naive.

In carefully scrutinizing the data presented in the body of the evaluation and in the appendices, we found several serious problems. Of greatest concern is the unit of analysis used in the covariance analyses.

It is generally agreed that in a study of this type, we are really concerned with the effects of teaching style on the scores of classrooms of children rather than on individual children. We are not concerned with a direct comparison between Johnny, in a formal classroom, and Jimmy, in an informal classroom. Rather, we are asking if the average of the children in the 12 formal

classrooms, considered as 12 groups, is different from the average of children in the 13 informal classrooms also considered as groups.

There, the appropriate unit of analysis is the number of classrooms (37) rather than the number of students (950). We would encourage a re-analysis of the data using the appropriate unit of analysis before we conclude that a difference exists among teaching styles. It is possible that the correct analyses will wash out the differences Bennett found.

In addition, Bennett's statistical analyses make the assumption that all children in formal classrooms were treated identically as were all children in informal classrooms. He assumed that there were no differences due to the personalities and abilities of the individual teachers, the interaction patterns of the children or other distracting factors such as noise or uncomfortable temperatures.

To the extent that these within group differences existed, we have a restriction on the generalizability and possibility of replicating the present findings. It is, therefore, inappropriate to imply that, because differences were found in his sample, they would be found in other formal and informal classrooms.

Another concern is the question of statistical versus practical significance. Let us assume that the data will be re-analysed correctly and a statistically significant difference will again be found. This means that the results obtained were probably not due to chance alone. The differences were real differences.

However, it is important to ask a follow-up question: Are these differences large enough to have practical significance? If we examine the data, noting the group means and the large standard deviations (ranging from 12.9 to 17.1), we must question the utility of the



present findings. Stating this differently, there is so much variability within the groups and so much overlap between the groups that teachers, administrators and parents would have little confidence in making decisions on the basis of these results.

Bennett's data indicates (as most of us would have guessed) that the 11-plus exam has a powerful influence on Three R's performance in both formal and informal classrooms. Since five of the 12 formal classes were subjected to the 11-plus, while only three of the informal classes took the exam (and since number of classrooms, not number of children, is the appropriate unit of analysis) it would appear as if the 11-plus exam is a variable that has had an impact on Three R's scores in all of the classrooms where it was to be administered, possibly accounting for the differences reported.

We know nothing about the kind of school experience children had before the "experimental" year. Have the "formal" children been taught formally for two to three years? Have the informal

children been taught informally for two to three years? If this is not the case, the study is of limited value. One year is not enough time to judge teaching effectiveness—particularly if it is possible that we are judging the cumulative effects of one type of schooling over a period of time versus the effects of an inconsistent approach, or an approach that is being tried for the first time with a given group of children.

Similarly, there is a difference between what one might expect in the way of cognitive and emotional growth from children who have spent two to three years in a classroom contained in a school in which the head and all the teachers believed in a given educational philosophy, and a classroom in which a single teacher was attempting a particular teaching style without such support. Bennett and his colleagues do not supply this kind of information.

Bennett concludes in the section devoted to reading that 'the results provide clear evidence for the better performance of formal and mixed pupils'. Even if we were to accept Bennett's statistical procedures, we find that formal methods were ineffective with lower-achieving boys, and that there were virtually no differences among girls at any level except for the low-achieving girls, where, paradoxically, formal methods seemed more effective. If one considers the statistical and methodological problems outlined above as well, it is clear that there is little evidence of anything except uncertainty.

Bennett again overstates his case when considering mathematical progress. Even if we accept his questionable statistical methods, we cannot accept his conclusions. We find that under-achieving and high-achieving boys do better in informal classrooms. There is little difference among other boys except for those

in the 110 to 119 score range, where formal boys do better.

Among girls there is little difference in the middle range scores, while low-achieving and high-achieving girls do better under formal methods except in the 110 to 119 (second highest) range and the 80 to 89 range (second lowest), where informal methods are as effective as formal. This is simply not conclusive evidence of anything except the difficulty involved in interpreting research of this kind.

Bennett found no difference between the creative writing of formally and informally taught children. He concludes that this is another negative finding vis-à-vis informal teachers, since their children should be expected to respond more imaginatively. The only difficulty with this conclusion is that, rather than sample a variety of children's writing as it was produced during the school year, Bennett chose to assess imaginative writing through the formal assignment of the topic, "Invisibility", to all children.

This procedure violates virtually everything we know about encouraging creative responses in children. It is difficult to imagine a poorer way to make such an assessment—and it is equally difficult to imagine a less supportable conclusion.

An additional writing task was assigned which was to be judged in terms of its grammatical accuracy. This test, too, consisted of one writing assignment, "What I Did at School Yesterday". While the researchers could find no significant differences between children taught by formal and informal methods, one must question again whether one sample of assigned writing completed on a given day in the long school year with no opportunity to assess growth or change is a viable way to judge children's descriptive writing ability.

continued overleaf

2 Towards better English

To answer the question, Do teaching styles result in different pupil progress? requires a research design which allows for a follow-up of samples of pupils over an extended period of time, during which they experience differing teaching approaches. In this study the pupils of 37 teachers were tested in June, before their

entry into fourth-year junior classes in September, and were retested the following June. The tests were administered by teachers under normal classroom conditions to avoid a test atmosphere.

These data were analysed by analysis of covariance. It was found that the effect of teaching style was highly significant in reading, mathematics and English.

The standard of children's performance in writing and English is a rich source of controversy in educational circles. Secondary school teachers want pupils to enter with a basic grounding in literacy, which includes the skills of spelling, punctuation and grammar, while many primary teachers tend to emphasize free or creative writing. There appears to be little or no research examining performance in English by teaching style, but this does not stop assertions that there is a decline in the art of children's written expression. Stuart Proome, for example, blames the inspectorate for advising teachers that they should not worry children unduly with writing form, spelling, punctuation and grammatical sentence construction. Thus, he claims, their ability to communicate accurately has become stultified by the exuberance of their own creativity.

The move towards free writing was certainly endorsed by the Plowden report. Spelling, punctua-

tion and comprehension are words not mentioned in their consideration of English, whereas "free, fluent and copious writing" is given an unqualified welcome. The analysis of pupil progress is restricted here to a conventional English Progress Test (D3, NFER), whose major emphasis is on comprehension but includes punctuation and sentence completion sections.

The basic analysis of pupil gain by teaching style is presented in graphical form in figure 1.

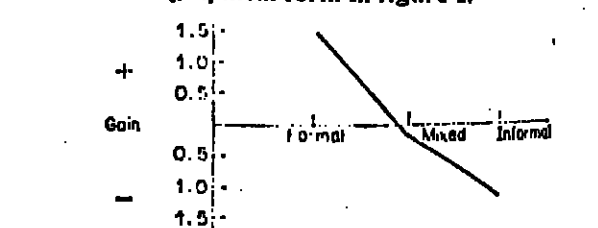


Figure 1 Gains in English by teaching style

The relationship is almost linear, most progress being made under formal teaching, least under informal teaching, with mixed teaching in between. The difference in progress between formal and informal is slightly less than in mathematics and equivalent in

Table 1 Final achievement by initial achievement level—English

Initial achievement level	Formal		Mixed		Informal	
	Boys	Girls	Boys	Girls	Boys	Girls
80+	82.9 [9]	88.0 [4]	88.8 [18]	88.5 [13]	84.9 [16]	85.3 [10]
80-89	96.3 [23]	91.9 [8]	92.8 [31]	92.6 [27]	92.0 [24]	93.0 [19]
90-99	102.7 [37]	100.9 [24]	100.4 [33]	102.5 [43]	100.1 [43]	101.3 [48]
100-109	111.9 [51]	112.8 [48]	106.6 [31]	111.8 [53]	107.3 [41]	108.4 [45]
110-119	119.9 [28]	119.5 [53]	118.0 [26]	115.5 [21]	114.8 [20]	116.0 [25]
120+	125.3 [26]	126.0 [24]	120.5 [8]	121.3 [11]	121.9 [8]	124.5 [12]

approximately three or four months. The differences between formal and mixed, and between formal and informal, are both statistically significant.

Table 1 and figures 2 and 3 show progress at differing levels of achievement and by sex.

Formal boys are superior to mixed and informal boys at every achievement level except the lowest, which reveals once again the under-achievement of this group under formal teaching. Also repeated is the finding that the lowest-achieving girls do not share this characteristic. Nevertheless girls with an English quotient below 100 in mixed classes show superior progress to those in formal and informal classrooms. Thereafter formal girls exhibit most progress.

Sex differences are again slight although the trend is for girls to show slightly better progress than boys in this area.

Overall, pupils in formal classrooms show significantly better progress in English than those in mixed and informal classrooms. Mixed pupils also show significantly better progress than informal pupils.

The formal boys are superior at every achievement level other than the lowest, while mixed girls have higher scores below a quotient of 100, beyond which point formal girls show the greatest progress. Sex differences are slight.

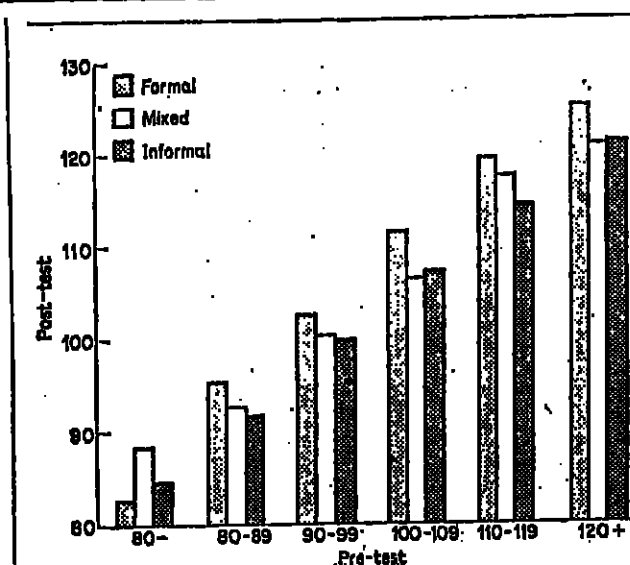


Figure 2 Post-test scores in English by initial achievement level—boys

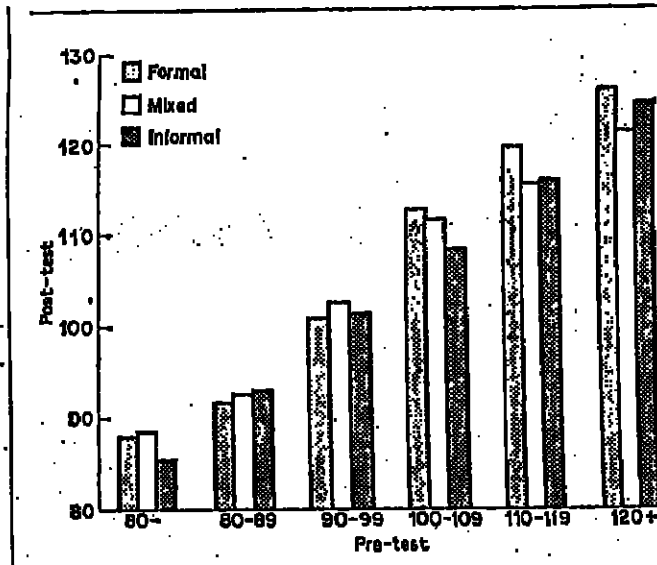


Figure 3 Post-test scores in English by initial achievement level—girls

Analyses of differential gain within teaching style were therefore computed and are presented in tables 3, 4 and 5. Five of the 12 formal schools were in selective areas and from table 3 it can be seen that only in mathematics and reading is there a differential effect, the more noticeable being in reading. Nevertheless, in general, pupils in formal classes in selective areas progress more than pupils in formal classes in non-selective areas.

Gain in	11-plus	No 11-plus
English	+1.5	+1.6
Maths	+1.8	+1.0
Reading	+0.9	-0.7
Number of schools	5	7

Table 3 Gain in formal schools in selective and non-selective areas

The findings are not as clear cut in mixed schools although again superior progress in reading is apparent in 11-plus classes. There is little difference in mathematics, but in English, pupils in 11-plus classes progress less than those in non-11-plus classes.

Gain in	11-plus	No 11-plus
English	-1.2	-0.4
Mathematics	-2.0	-2.3
Reading	+1.2	-1.3
Number of schools	5	7

Table 4 Gain in mixed schools in selective and non-selective areas

The results from informal schools should be treated with caution since only three of the schools were in a selective area. Nevertheless the pattern is unequivocal and the differences, apart from those in mathematics, are massive.

Gain in	11-plus	No 11-plus
English	+1.6	-2.2
Mathematics	-0.4	-1.0
Reading	+4.4	-3.0
Number of schools	3	10

Table 5 Gain in informal schools in selective and non-selective areas

There is a certain logic to these results if the argument is accepted that external conditions placed upon informal classes do not alter teaching and organization but necessitate a greater emphasis on the cognitive than on the affective domain. In other words, informal classes could be cognitively orientated, stressing basic skills at the expense of aesthetic activities, or vice versa. At this stage this reasoning is conjectural, but it accords with experience.

With the exception of selective mixed schools the 11-plus would seem to relate to greater cognitive growth, particularly in reading, and most noticeably in informal schools.

Teaching Styles and Pupil Progress was published on Monday by Open Books (£5.75; paperback £2.95).

The 11-plus factor

Most of the analyses carried out by the research team relate to internal aspects of classroom practice, but a number of external influences appeared to be operating, the most powerful being the effect of an 11-plus selective examination. In order to probe more deeply into the relationship between the presence of the selective examination and pupil gain, analyses were carried out contrasting gain of pupils in schools subjected to 11-plus procedures and in schools that were not. The overall effect is shown in table 2.

Gain in	11-plus	No 11-plus
English	+0.5	-0.5
Maths	+0.1	-0.8
Reading	+1.7	-1.7
Number of schools	13	24

Table 2 Effect of 11-plus on pupil gain

These data would appear to substantiate the claims sometimes made that an examination of this kind tends to support standards in the basic subjects. But the gain scores in this table are confounded by the fact that few informal schools were in selective areas.

continued from previous page

Bennett concludes that the informally taught children's performance on a conventional standardized English test is inferior to that of children taught in formal classrooms. Unfortunately, the same statistical problems apply to this area as applied to mathematics and reading.

Concerning work habits, Bennett concludes that informal high achievers do not score as well as expected in academic tests because they "display a low level of actual work activity, preferring to talk about their work or simply gossip". The truth is that informally taught high achieving boys exceeded their formally

taught counterparts in mathematics, while informally taught high achieving girls did about as well as formally taught girls in reading, mathematics and English. If one keeps in mind the statistical problems mentioned earlier, these and other conclusions in this category become relatively meaningless.

One of the most successful teachers (using Bennett's standards) in all areas of achievement was an informal teacher with 10 years' experience. Bennett explains this phenomenon in terms of the teacher's "good organization and clear structure"—characteristics of all effective, mature teachers we have known. As we suggested earlier, the development of

such qualities might well be closely related to the length of time (10 years) this informal teacher has been teaching.

Informal teachers do have broader goals for their children—goals they feel deeply about. Above all, they agree that, in Charity James' words: "It matters how lives are spent." The quality of life of children in formal and informal classrooms is not measured in this research. Most informal teachers would agree that life in classrooms consists of much more than test performance—and most would not consciously alter things simply to gain a few points on tests which are of doubtful validity in the first place.

Children, too, need to be treated with

respect and dignity, to be valued, to gain a sense of competence and control over their minds and their bodies, to work and play in environments that are warm and accepting, and to be challenged in terms of their individual interests and abilities. To the extent that standardized achievement tests like those used in this study become the dominating factor in judging the success or failure of teachers and children, these vitally important aspects of schooling are likely to be ignored or neglected.

V. R. Rogers is professor of education at the University of Connecticut, where Jon Barron is a graduate student.

4 A challenge needing an answer

Henry Pluckrose

This is an honest book. Unlike some surveys of a similar nature, Neville Bennett has tried to come to terms with the many variants which tend to confuse and obscure findings in educational research. The structure underlying the survey has been designed to take into account, as fully as possible, all factors which could have any bearing upon the study—including teacher-expectations and attitudes, pupil personality and teaching style.

Indeed the checks which were built into it suggest that the author was determined to ensure that the eventual findings (which suggest that progressive methods are less successful than the formal ones) were based upon statistically valid research. If anything, I felt Mr Bennett and his researches expected informal methods to be more successful than they eventually appear to be; that he was surprised at the implication of his final analysis. Certainly the text is written without prejudice of any kind.

Perhaps, then, it is churlish of me to admit that nagging doubts remain. It is not that I doubt statistics. It is not that I am rejecting "evidence" which runs counter to my own beliefs. It is not that I do not have real concern for standards in written English, reading and mathematics. It is simply that concern only for these things is not enough.

The value of *Teaching Styles and Pupil Progress* is not that it suggests that the

Platonic instrumental approach to teaching is more effective than the Rousseau-esque-naturalistic alternative. Its value lies in the questions it asks of all those who employ an important approach to teaching.

Is what we are doing with our class at this moment effective, or is it sloppy and ill-conceived? To what extent do our children benefit from a degree of choice? What do I, the teacher, need to impose to ensure that effective learning takes place? Mr Bennett suggests that most teachers believe that informal teaching requires considerable skill: it requires of teachers the ability to dis-



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cover learning strategies which are appropriate to the needs of each child in their care.

Undoubtedly some of us who advocate informality have failed. We have made changes in the curriculum intuitively and emotionally rather than scientifically and abstractly. Undoubtedly also some of us have enjoyed successes beyond our expectations (like the academically-able informal class analysed in the study).

But have "modern methods", which protagonists on both sides of the educational spectrum become so emotional about, made much real impact upon the teaching styles employed by the vast majority of our primary schools? Neville Bennett suggests that considerably fewer than 17 per cent of primary schools in the United Kingdom could be described as "progressive"—which leaves 83 per cent as "middle of the way" or "formal". If this is the case, what other factors should we take into account when we critically evaluate the implications of this research?

If children are achieving less in academic terms by attending an informal school, in what way are they gaining? Is there an improvement in their art, their dance, their movement, their appreciation of poetry, their attitude to school, their respect for adults and their peers. What additional functions are the school and its teachers performing within the community? What new avenues are open to children, teachers and parents that are closed to their more traditionally structured contemporaries? It is worth recalling Alec Clegg's observation on evalua-

tion: "We still concentrate upon facts rather than values, on memory rather than understanding, and on what can be measured to the neglect of what cannot."

It is apparent to me from visiting schools throughout the country and from talking to colleagues in all sections of education that there is a feeling that most styles of education are failing. We will have the bored, listless, time-serving adolescents which so concerned the Newson committee.

It is tiresome of a reviewer to pick holes in a book because it has failed to answer questions that the author did not ask. It is impertinent to observe that findings, carefully researched, based upon a sample of 950 third and fourth year children living in the north-east of England prove little. This reservation would apply to any research on this scale. It would have been no more satisfactory had the research been carried out in an area where sustained thought has been given to new styles of teaching (for example in Oxfordshire or the West Riding)—even if such research suggested that modern methods were more effective.

If *Teaching Styles and Pupil Progress* encourages intelligent discussion among all who work in education, the effort which has gone into its production will have been well worthwhile. However, my fear is that it will be used simply as evidence for retrenchment rather than for reform. A pity this—for I have a feeling that Neville Bennett would have it otherwise.

Henry Pluckrose is headmaster of Priu Weston School, London.

5 Is it enough?

M. D. Shipman

This is an important book. There is public anxiety over progressive primary education. Evidence has accumulated that measured attainment in basic subjects is higher in traditionally organized classrooms. Now Neville Bennett and his colleagues at Lancaster have given us an easily understandable research report confirming that children attain less in reading, mathematics and English in informal classrooms.

However, this is not a blanket indictment of progressive schooling. The key to high attainment lay in organizing children to work hard at a clearly defined curriculum. Children in informal classrooms worked less and gossiped more. But the choice is not between holiday camp and work camp.

The most telling part of this book is the description of one high gain informal classroom out of the 13 sampled. Here there was informality, with an emphasis on basic skills, on detailed planning, on careful record-keeping, on tall stories, materials and on hard work. Eleven-plus testing also seemed to provide targets and motives, for where it survived, even in informal classrooms, attainment was higher.

If this evidence is reliable, we need

to worry, not only about the impact of informal teaching styles, but about the ending of testing at the top of the primary school, about the content of initial teacher training and above all about the building of open-planned schools that may make it difficult not to have low attainment. That is why this book should be read and why a close look at the evidence presented is essential.

The book is far too lucid for nit-picking to be profitable. It is refreshingly free from the opaque statistical overkill of dubious data that occupies so many researchers. This is a carefully designed investigation of the relation between types of teaching method and types of pupils, measuring the progress they made over a year in 37 primary classrooms by the use of standardized tests. Impressive care has been taken to check validity and to support testing and questioning with observation. But could a different research design have produced different results?

The methods used could have predetermined the results. Traditional classrooms gave more practice in traditional tests. Further, these tests may be only a narrow and distorted measure of attainment. Other aspects are not, or can not, be measured.

High attainment through a concentration on a narrow range of basic skills may

not be a guarantee of longer term gains. Even if standardized tests were fair to children in informal classrooms, there could still be intangible benefits that could eventually promote higher attainment than is possible from more formal means.

A third factor arises from Bennett's demolition of the myth that informal teaching methods have spread far. In most schools, formal, informal and mixed teaching styles coexist. Children tend to experience different teaching methods as they go from year to year. Even in the same class, in the same year, they are likely to meet considerable variety for teachers change their approaches, and a typology can give a false impression of the classroom environment experienced by children. This could account for the evidence from many studies showing that there are no significant differences in attainment between pupils who have experienced apparently very different types of schooling.

To reconcile this common finding with the large relative differences across one year reported by Bennett will require a long-term study. I hope he will be able to stay working on his sample to give us this evidence. Meanwhile, I cannot believe that the high and low gains reported here from formal and informal schooling respectively could be cumula-

tive, or traditional methods would have produced better results in the past. The shift towards learner-centred methods was, in part at least, a reaction against the waste of talent under formal classroom organization.

This book is a challenge that has to be answered by the supporters of informal teaching methods. I do not see that we can accept the demonstrated risk of lower attainment now as the price of possible yet undemonstrable gains in the future. Anyone prepared to take this risk with a child's future must also face the evidence that Bennett and American researchers of open education have produced, showing that the loosely structured classroom tends to have an adverse effect on the anxious child.

If informal methods in open plan schools were universally beneficial in motivating children, they might counteract short-term losses in measured attainment. But children may have even more need for planned order than adults, particularly those adults who are happiest when innovating. This book confirmed my experience in looking at curriculum development over the past decade. When in doubt, don't.

M. D. Shipman is director of research and statistics, ILEA. The views expressed here are his own.

A question of taste

Michael Kitson on Francis Haskell's latest work

Some Aspects of Taste, London and New York, 1970. Pp. 250. 7148 1697 3.

The history of taste and collecting in the arts is still a neglected subject, and few writers who have tackled it have served it poorly. Common faults are, on the one hand, treating the individual patron and collector in isolation, relying on anecdote and on the other, setting broad preferences for one type or style of art over another as an illustration of social history—an approach which nearly always fails in its results because of the conflicting nature of the visual evidence.

Francis Haskell is an exception. In *Patrons and Painters* (Chatto and Windus, 1963) he produced a masterly historical study showing the exact effect of patrons on the art and style of the Italian Baroque. Now, in *Some Aspects of Taste, Fashion and Collecting in England and France, 1650-1815*, he has almost pulled off a similar feat.

In one sense his new book is simpler than the previous one; it is concerned only with the collecting and interpretation of the art of the past, not with the patronage of contemporaries. From another point of view, however, it is more ambitious as, despite its title, it covers developments in most of Europe. Only Germany is relatively speaking neglected—an omission which is perhaps more serious than Professor Haskell allows. In addition to their intrinsic importance, German ideas and values strongly influenced the development of taste in other countries, even if in ways that are not always easy to assess or to distinguish from instances of parallel evolution. Here the Germans are shown to, so to speak, only marginally and when they arrived visibly bearing their own ideas, as when their books were translated or when individual scholars like Passavant and Waagen visited England.

The broad theme of the book is that the taste prevailing at the beginning of the eighteenth century was centred on the great Italian, French and English painters of the sixteenth and seventeenth centuries (together with certain Flemish, Dutch and Spanish, who were mainly seen as landscapists, portrait painters, etc.) and transformed by 1800 to something like the all-inclusive taste familiar today. In England, the principal development was the rediscovery of the "primitives", or painters before Raphael—a process which Professor Haskell shows to have been more drawn-out, complicated and absorbing than is often supposed. The corresponding development in France, which is likely to be unfamiliar to English readers even in outline, was the discovery of seventeenth-century Spanish painting and eighteenth-century painting in France itself. French critics also carried out a radical reassessment of seventeenth-century Dutch painting, which they saw as the expression of a militant bourgeois-democratic spirit.

It was not a very accurate view historically, but it would seem, but it was at least more generally adopted than those that have been generally adopted before and since. Where this book ranges is in its recognition of all that can be comprehended by the word "taste": not a gentleman connoisseur's "taste" or "tastes", but that activity of the imagination whereby works of art are judged and enjoyed, and judged afresh as significant expressions of the human spirit. What is distinctive about the nineteenth century is not that its collectors and critics were necessarily more sensitive or intelligent than those of other periods but that, for the first time, the whole field of western art was taken into account and judged as a whole for consideration. It was a situation which, as Francis Haskell puts it, with reference to the original rediscovery of Vermeer by the French dealer-collector J. B. P. Le Brun in 1722, "someone we have never heard of can be the 'grand peintre'". More than this, a far larger number and wider variety of people were concerned with the arts than before. Besides critics



Paul Delaroche: Part of the "Hemicycle" painted in the Ecole des Beaux-Arts, Paris, 1837-41.

and collectors of all kinds, there were dealers, historians, antiquaries, museum curators, exhibition organisers and editors of art periodicals. Nor should artists be forgotten, although their role in the assessment of previous art was already well established and was now, if anything, slightly diminished. The way in which each of these groups, and different representatives within each group, contributed to the manifold development of taste is extremely complex and is related in this book with the utmost skill.

The conclusion that emerges is that the rediscovery, revaluation and re-interpretation of the art of the past is among the greatest achievements in the arts of the nineteenth century. Particularly in the middle two decades, when critics and historians like Ruskin, Eastlake and Thoré were at the height of their powers, it may even have surpassed in importance the output of contemporary art itself. (Professor Haskell also sees the most interesting collectors as being active in these years.) Indeed one might go further: during the first two-thirds of the century, the visual arts, including those of the period itself, were more closely involved in the intellectual, moral and political life of Europe than at any time since the Italian Renaissance. This state of affairs lasted until the spread of the doctrine of art for art's sake narrowed the scope of art and restricted it to the functions of supplying aesthetic sensations and general "uplift" which we still know today.

Rediscoveries in Art has the same literary and scholarly virtues as the author's earlier *Patrons and Painters*. It is learned, subtle, carefully argued and brilliantly written. Although the numerous quotations sometimes hold up the narrative, making the book not altogether easy to read, it is certainly among the most interesting books on art to have been published for some years. The material is so artfully arranged that Francis Haskell begins—why not?—with the half-expected puzzle which artists and not collectors are represented in the "Hemicycle" at the Ecole des Beaux-Arts in Paris or in the comparable frieze of sculpted figures by Henry Armstrong on the Albert Memorial—would it be solved with a modest flourish at the end of the book?

The research that we are left with the impression that everything occurred both much earlier and much later than we had

imagined. Thus we hear that French collectors were responding to the charms of Watteau's paintings as early as the 1790s, when contemporary art was rigidly neo-classical, and, conversely, that English noblemen were still buying foreign Old Master collections *en bloc* in the 1850s. This was barely a generation before the exodus of such collections to Germany and the United States began.

It is necessary to mention, however, two faults of emphasis, or rather, under-emphasis, in the book. Besides the Spirit of Germany, there was another of those grand abstractions so popular in the period which does not feature as prominently as it might and which was even more important: the Spirit of History. It was the growing sense of history which not only gave the initial impetus to the rediscovery of the "primitives" but which enlarged, later on, the whole basis of aesthetic appreciation, adding the dimension of historical knowledge to the experience of looking at works of art and making possible a whole new range of responses. An appeal to the Spirit of History might even have gone part of the way to solving the puzzle of Delaroche's "Hemicycle" and the Albert Memorial reliefs.

The other example of under-emphasis relates to a problem which, as he became aware of it, Francis Haskell must have shied away from in horror; because to have confronted it squarely would have made the already difficult task of writing this book nearly impossible. I refer to the plurality of tastes. While it is true that taste has never been uniform or confined to only one type of art at any period, in the seventeenth and eighteenth centuries there was something like a hierarchy of tastes which, while generally understood, Sir Joshua Reynolds art to have been published for some years. The material is so artfully arranged that Francis Haskell begins—why not?—with the half-expected puzzle which artists and not collectors are represented in the "Hemicycle" at the Ecole des Beaux-Arts in Paris or in the comparable frieze of sculpted figures by Henry Armstrong on the Albert Memorial—would it be solved with a modest flourish at the end of the book?

The research that we are left with the impression that everything occurred both much earlier and much later than we had

in the arts. Critics, collectors, historians, art administrators and artists, at least, had their own kinds of taste, which were not internally consistent, though there were naturally overlaps between them. Once more Delaroche's "Hemicycle" may be called in evidence, if on this occasion to show not how the puzzle might be partially solved but how beyond a certain point it may be insoluble. Comparing the "Hemicycle" with one of its predecessors which Professor Haskell cites, James Barry's "Elysium" painted in the 1730s at the Society of Arts, London, the choice of artists represented in the latter raises no difficulty, as it coincided with the established taste of the day.

The reason why the "Hemicycle" is puzzling, it may be suggested, is precisely that by then (the 1840s) there was no longer any agreed set of criteria according to which a selection might be made. By exponents of the different branches of painting? Possible in theory but hard to reconcile with the need for historical sequence. By order of merit? Yes, but whose? Francis Haskell suggests that the choice of artists was Delaroche's own, and in this he is almost certainly right. And assuming that Delaroche had a positive idea in mind when he made the choice, the very fact that his list of names differs from any comparable one in existence, either in print or in some other decorative scheme, suggests that beyond a certain point, there was no established order of merit to which he could appeal.

"Beyond a certain point": Delaroche's selection is not of course completely arbitrary. Of the 40 painters represented (an allusion to the 40 "immortals" of the French Academy?), a good three-quarters are those we deem to be of the first rank. It is the remaining six or seven, together with an equal number who might have been included and were not, who create the puzzle. The existence of these two distinct groups underlines a basic condition of the study of taste in this period. On one side is the larger class of predictable names, the names which can be explained, without which the history of taste could not be written. On the other is a smaller but still significant number of unpredictable names, puzzling inclusions and omissions, which make this history so difficult to write. That Francis Haskell has succeeded so far as he has, in this beautifully produced book, rich in both personalities and ideas, is a major achievement.

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Research and discovery

H. C. Dent on the quest for liberal education

Tradition and Change in English Liberal Education, By Sheldon Rothblatt. Faber £5.75. 0 571 10574 2.

The concept of a liberal education is of ancient origin, but its form, and the purpose it should serve, have changed many times. In this book, subtitled "an essay in history and culture", Dr. Rothblatt analyses in depth the changes that have taken place in England during the past two centuries.

He says the book consists of "two interlocking sections... a detailed inquiry into the leading characteristics of liberal education as it developed in Georgian (the eighteenth-century) England... and the history (or fate) of eighteenth-century values as expressed in education through new historical and institutional situations in the centuries following". One could suggest, though, that it actually falls into three parts, for sandwiched between Dr. Rothblatt's two sections is a fascinating case study of an undergraduate at Oxford in the first decade of the nineteenth century.

Extracted from 14 volumes of correspondence, preserved in the library of Christ Church College, Chinnery and his family (and more especially his mother's) is a fascinating case study of an undergraduate at Oxford in the first decade of the nineteenth century. That it enables readers "to reconstruct in microcosm Georgian society in its final years" is questionable, though of course the full correspondence may, Chinnery was completely untypical of the Oxford undergraduate of his day: young, immature, innocent, straight from a cloistered home dominated by female influence, while his mother was much larger than life, possessed by a consuming ambition for her

son that was, to put it mildly, paranoic.

How unlikely the shy, introspective George Robert was to become "the first man of the age" is spelt out by his mother's "very uncomplimentary" and "abundantly evident" from Dr. Rothblatt's definition of the desirable end-product of an eighteenth-century liberal education: "a social type whose independence was expressed as generosity, amiability, and liberality". The "Golden Rule" was "Sociability"—in which George Robert was markedly deficient—and the signs of good breeding and a proper education were easily discerned in manners.

Dr. Rothblatt's first eight chapters are devoted to analysing the elements in this make-up, and the education required to produce them. About the latter, one thing was certain: "the last places in which a young man could receive a proper liberal education were the shaded, isolated, monkish courts of the universities". Under political and other pressures, Oxford and Cambridge—whose eighteenth-century state Dr. Rothblatt gives an interesting chapter—had remained "mediocre and mediocre" and were completely out of touch with the polite society of the day.

The infiltration into England of radical ideas, which began with the rebellion of her American colonies, and reached full spate with the French Revolution, put an end to the idea that the purpose of liberal education could be anything so trivial as the improvement of one's manners. The condition of England, said the radicals, was what demanded study rather than "delicate adjustments in personal conduct". So there began the nineteenth-century quest—splendidly surveyed by Dr. Rothblatt—for satisfying concepts of liberal education, the purposes it should

serve, and the means which it could be attained.

The sterner problems which society suggested that intellectual discipline was essential. The reforms at Oxford and Cambridge enabled those universities to maintain the universal knowledge and training of the faculties, and to devise academic instruments, in competitive examination.

In the later decades of the nineteenth century, another upheaval occurred; the universities of Europe "dropped the massive concept of a university—a place of store and admire the marvellous achievements of the past—into a dynamic and open conception of knowledge". Then, scholars and others had feared the implications of learning for new knowledge, but by the late nineteenth century, as Dr. Rothblatt declares that:

the essence of a liberal education [is] that it should stand in a constant relation to the advance of knowledge. Research and discovery are the processes by which truth is directly acquired; education is the preparation of the mind for its reception.

The book is good reading; its argument is generally clear, usually concise, and frequently unimpeachable. Occasionally, Dr. Rothblatt allows us to become over-optimistic or permits his erudition to lead him into interesting but hardly relevant by-paths, as for example in the passage on insanity.

There is no bibliography—a notable omission in so scholarly a work. The footnotes do not sufficiently compensate, especially as some tend to exalt brevity beyond a point. The index could be fuller, and the puzzling in places.

Trailing clouds of glory?

Nicholas Tucker

The History of Childhood, Edited by Lloyd de Mause. Souvenir Press £5.00. 285 64806 3. Paperback £3.00. 285 64807 1.

One is grateful to the editor of this book for initiating such a project and bringing so much interesting material together; among other things, it provides a bibliography for the subject unparalleled in the coverage. But it should be said that some of the contributors provide not so much history as a type of selective impressionism, and this fault is nowhere so glaring as in the editor's introductory chapter on the evolution of childhood.

If we are to believe Mr de Mause, the history of childhood up to quite recent times is a steady record of subjection to adult brutality and insensitivity, with every parent their own baby-batterer. The proof for all this is that study of 250 pre-twentieth-century autobiographies reveals no happy memories of childhood, and of 70 children prior to the eighteenth century whose lives were written about at the time, all were beaten by their parents except Mon- taigne's daughter, though she was neglected in other ways. In the Bible, stoning or beating children, but nothing recommending anything like an understanding of their real needs. Meanwhile, where there are any revolting examples of child cruelty or mutilation, Mr de Mause is on to them like a flash, whether they date from pre-historic times, antiquity, St Augustine or nineteenth-century London. A

generous time sweep, and an apparently disingenuous story.

It is odd to find this type of popular history in an otherwise scholarly book; it amarks far more of these panoramic surveys that once used to appear in journals like *The Strand Magazine*, with titles like "Man's best friend: two thousand years of horse and plough". It also reveals a quite astonishing cultural optimism. We are told that the summit of wisdom and compassion in bringing up children, described by the editor as "the helping mode", has evolved only in the mid-twentieth century, and even then, "few parents have yet consistently attempted this kind of child care. From the four books which describe children brought up according to the helping mode, it is evident that it results in a child who is gentle, sincere, never depressed, never imitative or group-oriented, strong-willed and unimpaired by authority". One of these books, however, is not yet even in press: it is going to be by the editor himself on the upbringing of his own son.

There are plenty of examples in the rest of the book that contradict this type of bias; from them, it would be equally possible, though just as unhelpful, to select cases and quotations—though history that illustrates a consistent understanding and love for children, at some time in some people.

Naturally, this is more likely to become overlaid in times of poverty and hardship: a happy childhood at any time is something that parents can only afford to maintain for their children when the basic economic

necessities are being met or at least looked after. At other times no one is at his best when he is nursing parent or child, and if there is a high rate of child mortality it may not be surprising that fathers do not take an enormous interest in their very young babies and seem more likely that they are going to survive. As for mothers, it is hard to say what they felt at any moment of history, as records have generally been kept by men, including the frequent and somewhat impermissible accounts of early death in infancy.

When children were born to planned into economies that simply could not grow with increases in population, it is true that infanticide, exposure and even the selling of children might then take place in a way that seems absolutely now, but which once must have seemed like harsh necessity. Yet at the same time there were nearly always voices raised against such practices, and the lives of children in happier economic circumstances do not make universally gloomy reading. In other chapters, whether on childhood in later Roman history, medieval Italy or sixteenth-century England, there are examples of recorded pleasure and compassion for children, instantly recognisable to the most childless of us today. If child history is to become a respectable discipline, it may need books like this to throw up interesting ideas, but it has a greater need for the sort of scholarship also hinted at in these essays, but rarely with enough time or space to do justice.

Among this week's contributors:

Ralph Lavender is the author of *Myths, Legends and Lore*. Frank Newell was formerly foreign editor of *The Times Educational Supplement*.

David Self is the author of *A Practical Guide to Drama in the Secondary School*. Nicholas Tucker is a lecturer in

developmental psychology at Sussex University. Nicholas Walter is editor of *The New Humanist*.

27 Books/English

Bards, oracles and elves

Chris Waters on poetry anthologies for young people

Chato Poets for the Young series: An English Year, By Clive Sansom. £5.00. 0 571 10577 7.

The Spillfire on the Northern Line, By Brian Jones.

The Devil's Kitchen, By Thomas Blackburn.

Parliament of Birds, By John Heath-Stubb.

2050, Chato and Windus £1.25 each.

Three Poets, Two Children, Edited by Desmond Badham-Thornhill.

Marshall Press, 7 Russell Street, Gloucester G5P. 0 904 110 15 X.

New Ships: An Anthology of West Indian Poetry, Edited by D. G. Wilson.

Oxford University Press. 50p.

Vernon Scannell recalls how at school in his day "Poetry was used mainly: if you did something very wicked you had to write out 'Daffodils' 83 times in your best handwriting". Through revolutionary changes in teaching and publishing, we have, I hope, said goodbye to all that. Getting children to accept and enjoy poetry is a delicate task and we should be grateful for any venture which seeks to demystify the Olympian heights and make good poetry accessible, understandable, enjoyable and meaningful while preserving its integrity, craft and magic.

The "young" readers of the *Chato series* are likely to be sufficiently literate and enthusiastic to wish to test their wings on conventional poetry without fear of being their way. The books are attractively produced and are "for the young" primarily in terms of style: forms are fairly regular and conventional and language tends to

be explicit rather than oblique, lucid rather than dense. Leonard Clark, in the *Three Poets* book argues that there are some experiences beyond the imaginative or everyday experience of most children, but whether you agree or not, it is probably better to introduce slowly rather than bewilder prematurely. Clive Sansom writes simply and descriptively about characters, creatures and flowers in the seasons of an English countryside, occasionally at a rather turgid poetic temperature; Brian Jones's landscape is graphically urban and domestic, totally unaffected, touched with a firm awareness of the natural world; Thomas Blackburn's world is harsher, lonely and craggy, many of the poems dealing with ordeals and triumphs of the climbing; John Heath-Stubb's book is the least personal, most classical of the four: tersely, vividly, more elliptically than the others, he captures the appearance and behaviour of a host of birds, beginning and ending symbolically with the eagle and the dove.

Three Poets, Two Children is the first of a new enterprise which sets out, admirably, to demonstrate that poets are people, not Bards, Tongues, Oracles, Nymphs, etc. It is three interviews, one by each poet (Leonard Clark, Vernon Scannell, Dannie Absie) with two children. The idea of having children conduct the interview is to keep the reader of the questions relevant to what most intelligent children would like to ask, and the level of the answers within their grasp. The result is useful biographically, in that one gets a sense of the poet's life and about a writer's life and builds up a sense of his personality from his answers, as well as in a more literary sense, in that the writers deal with topics like inspiration, methods

of working, forms, styles, and their place in society. The questions do sometimes veer from the sublime to the Valerie Singleton: from "Do you think the world is more beautiful for man's creations?" to "Do you have any hobbies?" but the poets, being men of the world, and not Tongues, Elves, etc., answer all their questions interestingly. The series would make a good reference addition to any library poetry shelf.

New Ships is something of a stranger in a strange land. It is an anthology of West Indian poems aimed at a specific set of teachers and a specific set of children (secondary, years 1 to 3) in a specific place (the West Indies) with a specific purpose: (a) to enjoy the poems, (b) to deepen experience of and insight into the children's own culture in the West Indies. All good poetry is, of course, universal and there are a good 20 poems in the book which would go down well wherever poetry is read and enjoyed. On the other hand, I cannot see the book being of much relevance to West Indian pupils in our schools: first, because the language is frequently as literary, polished and archaic; secondly, because the poems celebrate a culture no longer (except nostalgically) their own. I know little about the West Indian educational system, but Edward Baulch, an educationist who writes an introduction, hints that the system is over-gearred to foreign (i.e. English) based examinations. In this situation, which is the authentic voice of the West Indies? Is an educational culture, is it the voice of the educated middle and ruling class, or does it lie in an earlier vernacular? That uncertainty seems to haunt this anthology like a headless ghost.

The Court of Elizabeth I. By Rachel and Allen Percival. Stainer and Bell £3.50. 85249 279 0.

The Court of Elizabeth I is perhaps not the best title for this book, whose overriding emphasis is in fact on Elizabethan court music. The result is a specialized, but unusual and cutlery presented book which could be an asset equally to the history or to the music section in a school library.

Jessica Savage

Reading round-up

Ralph Lavender on NBL publications

Background to Children's Books, By Colin Ray.

232 X. Curry on Reading, By Jo Kemp and Janet Farrell.

217 G. Help in Reading, By Stanley S. Reid and Tom Pascoe.

235 A. Background for Nursery Schools, By Shirley Webb.

226 S. Read and Find Out, 6-9, By Barbara Meredith-Smith.

225 I. National Book League (reduced prices for members).

The National Book League, which over the years has done such brilliant work in promoting the cause of children's books, has restyled its publications; the covers now bear a series of non-commissioned officers' chevrons. These five publications amply demonstrate all the excellences and the short-comings of this brief list, whose weight is carried in the annotations more than through an essay drawing up principles.

For example, what are the criteria for the selection of reading schemes in *Help with Reading* and *Language in Action* and *Read and Find Out*? Over 30 schemes are given brief assessments; but there is evidence pointing to the fact that some schools favour new schemes without considering them carefully enough first. How can you assess a reading scheme? One of the most important factors to examine is how the author views children as learners and how he views reading as a process. But none of these annotations has anything to reveal on this score.

The *Helps* of the publication happens to be misleading, anyway: there is very little on language development or reading process, and no Frank Smith; on the other hand, there is stress on remedial work, backwardness and slow-learning, which are nowhere defined so as to show them as different things. It is not now recognized that we can find out more about reading from seeing how fluent readers do it than investigating why others

cannot? For, as soon as a factor is isolated which seems to account for poor reading, successful readers can be found who exhibit it too.

Background to Children's Books, like *Help with Reading*, categorizes its entries under various headings and suffers from the lack of an index. Some of the annotations could have been more informative, and reference to the interim report of the Schools Council enquiry into children's reading interests (Frank Whitehead, Methuen, 1975) is awkwardly placed and too uncritical. The booklet compiled by Brian Alderson and published by *The Times* is not mentioned, and it does not seem to have been noticed that *The Times Educational Supplement* also reviews children's books. Too late for inclusion is the fact that John Rowe Townsend's *Written for Children* has now broken out into Puffin.

Paperbacks for Nursery Schools neatly demonstrates the fact that economic pressures are not an excuse for not having books around; and Shirley Webb's annotations are both enthusiastic and sensitive. Writing about *Where the Wild Things Are*, she says that it helps the child "to understand and master the message of his own fears and terrors". The effect of changes in scale when books go into paperback is referred to in the case of *In the Night Kitchen*; but what about the hole in *The Very Hungry Caterpillar*? *Curry on Reading* mentions many paperbacks, too, listing books for children who are still diffident readers.

Like all the other lists, *Read and Find Out* constitutes a travelling exhibition which can be hired. It includes poetry, but there are no books with reproductions of great paintings; hobbies and sports include book-making, chess and brass rubbings, but the boys are not allowed football, and some of the books seem to have been included for their visual appeal rather than for their content. The best books on castles and Roman Britain here are nowhere defined so as to show them as different things. It is not now recognized that we can find out more about reading from seeing how fluent readers do it than investigating why others

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Jessica Savage

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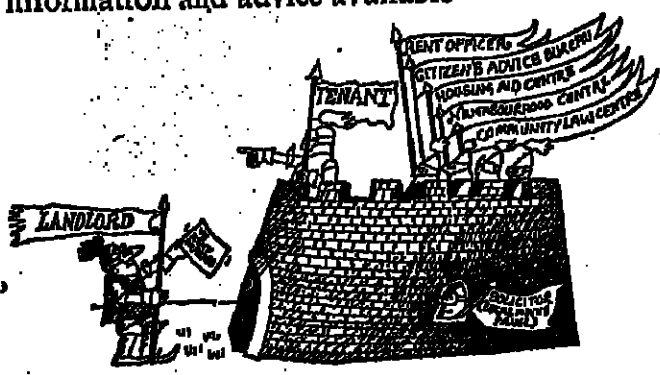
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28 Books/Children's Literature/Drama

Children's literature

Not much enlightenment

Robert Fox

The Pleasure Garden, Kestrel £2.95, 0 7226 5098 1.
The House of Hanover: England in the Eighteenth Century.
The Mirror of Britain series.
Edited by Kevin Crossley-Holland.
Andre Deutsch £3.25, 0 233 96636 6.
By Leon Garfield.

The successful children's author, Leon Garfield, has published no less than four books this spring. Kestrel Books, a division of Penguin, announce *The Pleasure Garden* as a new departure for the author, for unlike its predecessors published by them it is not based on a set of real historical events. The story is in some respects fantasy; the garden of the title is a place where Londoners can take their innocent and not so innocent pleasures in the manner of visitors to Vauxhall in the time of Thackeray. They take the wine of the gigantic potteress, Mrs Bray, listen to the singing of Orpheus Jones, or dally in the booths specially concealed by the hedges. Above them a squad of a dozen urchins hidden in the trees and hear everything, and their information feeds the real money-earning side of the business, an elaborate blackmail racket managed for Mrs Bray by her mephistophelean henchman, Dr Dornan. One evening an apprentice boy, disguised as a whore is stabbed to death. The rest of the story is the detection of the murderer by one of the strollers in the garden, an innocent and wayward priest, Martin Young, who is stirred by the need to clear his love, this empty-headed seamstress, Fanny Bush, as much as by his sense of duty as a Justice of the Peace.

The story is told with the easy and urbane style for which the author is noted; occasional comments overreach themselves such as this reflection by Martin Young's former nurse, "To her, Martin, the grown man, was the child to the ethereal father she had nursed so long ago". The author's departure into pure fiction has left many of the characters poorly rounded out, and there are heavy echoes of Dickens and Thackeray. The urchins and their leader Brickitt are replicas of the Artful Dodger and Dick Swiveller, and the allegory of the faint reminiscence of *Vanity Fair*, of the mardant wit of Thackeray's social criticism. Weakest of all is the personality of the murderer who emerges as a stylized oddity in the use of scatological language, "piss" and "shit", "frits" and "arse" are used almost with a knowing schoolboy snigger rather than the touch of authentic bawdy of the late eighteenth or early nineteenth century. Neither Dickens nor Thackeray had recourse to such devices, whether prevented by inclination or taste, yet their exposition of London's seamy life lacked nothing in veracity. Surprisingly, in view of the intended book, sex is treated clumsily, particularly in the final chapter in the knowing and sentimental interpolation of the Song of Songs by the priest-hero and his girlfriend, which takes three pages.

The author's enthusiasm for the eighteenth century is given rein in his contribution to the *Mirror of Britain* series published by Andre Deutsch, intended as a 10-volume cultural history of Britain for young readers, but, according to the advocacy of the dust jacket, "unquestionably of the widest general appeal". Entitled *The House of Hanover*, subtitled "England in the Eighteenth Century", it is properly called neither. By the standards of modern publishing it is an extraordinary work. The author restricts himself immediately by choosing a visit to the National Portrait Gallery as the vehicle for his narrative, with an additional handicap in the choice of the first person with which to enunciate a rag-bag of opinions, sentiments and abuse. To these there is added the device of a strange conversation with a fictitious gallery attendant more unctuous than Uriah Heep. "You are quite a philosopher", the narrator tells him. "When the occasion arises, Sir, I attend evening classes." So there is no way to the House of Hanover except from the beginning of the street? "A Happy Image, Sir, I may say so. Are you literary?" With this piece of nonsense the reader, too, is made to follow the Fortnatt Gallery's tour policy of seventh or eighth century, the Tudors and Stuarts with the narration heaping abuse on the "icons" of the kings and queens before Elizabeth, though the fine portrait of Henry VIII after Holbein is actually reproduced in the book.

We are told that Bunyan wrote the first great popular work of English prose, forgetting how high *Robinson Crusoe* stood in popular affection more than a century before *Pilgrim's Progress*. Newton is dismissed with a few comments about his temperament and a feeble joke about apples. Over a quarter of the book has passed before we get to the eighteenth century at all, and then confusion arises between the period of the little, the House of Hanover and the Augustan Age. Only a handful of artists in the eighteenth century get above two wide-spaced pages of print. Among the heroes are Swift, Defoe, Steele, Dr Johnson, Hogarth, Fielding, Gay and Richardson; these are mentioned in gossip but deprived of more substantial critical evaluation and fact. However, we are told, is "the first world artist since Shakespeare to make his home in England"—was poor Milton with a second-hand opinion that *Messiah* is the most remarkable work ever created by a human mind thrown in for good measure. Visual artists, with the exception of Hogarth, get short shrift. Gainsborough's trees are "ladies against whom it would have been treason for a dog to pee", while his continental excursion to Rome and Claude Lorraine are dismissed as painting "inflated and improbable views"; so much for the work of great popularizers like Sir Anthony Blunt and Lord Clark in showing how these artists worked a revolution in their observations from nature of the qualities of light in space.

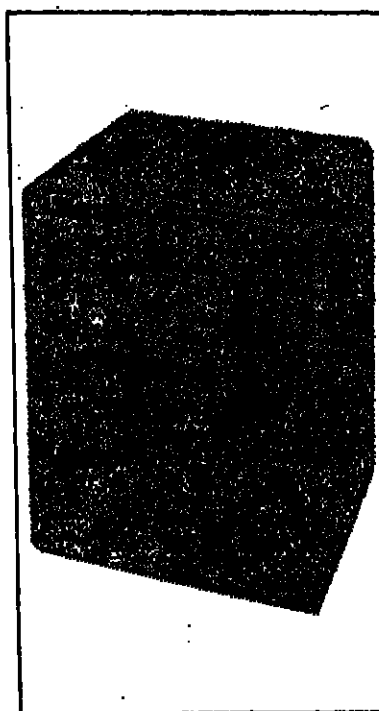
Underlying the narrative is unease about setting the work of the artists in their historical context, the intention of the series avowed by its publishers. Political, social and economic events and theories are scorned, with no mention of the Gordon Riots, Wilkes and Liberty, the rise of secondary banks, the great mercantile wars of colonialism which provided the clubs and coffee and the acrobats, humors, builders, sculptors and musicians with patronage and material. Even the themes of classical and vernacular style are handled without elegance or precision.

In the list of people considered there are omissions. It is almost as if George III is excluded from the ranks of Hanoverians. The eighteenth century England, as a man, forgetting the genuine affection earned by "George", Sheridan, Blake, Smollett and Tom Paine are left entirely. In spite of the long run up to Hanoverian England, there is no attempt to round the period off even by a simple device such as a reference, perhaps, to the Romantic Revival with the publication of *Lyrical Ballads* in 1795. Eccentrically, the last figure mentioned is Jane Austen, complete with a reproduction of her portrait.

Most indicative of the book's weakness is the treatment of Laurence Sterne, the difficult figure to introduce to readers at the best of times. It is implied, was crazy, *Tristram Shandy*, we are told, "is a criticism of art, not life". It has been a touchstone of taste, an intimate secret society of art, and an amusing giggle in the corner, and it does not do. It lacks the capacity to inspire love. This seems to be a fundamental misreading of Sterne's masterpiece, as there is of other background writers. Since the reading list designates a common secondary work, "source material". In Sterne we have something of a microcosm of the eighteenth century English culture, its contradictions, the collision between the wild animal and the cultivated man, the rational and the head, classical balance and runaway vernacular gossip. May the figures of *Shandy* were taken from life, and not art, and the life which endured the ideas of the community of Shandy Hall, the Walter, Trim, Obadiah, Susan, Slop, the Widow Wadman, to love that Tristram enjoys us to hear them. The only love that the author's book bears is to a self-love, the worst of eighteenth century literary vices, and a little of the reasoned enlightenment which was the century's chief glory. This is a very bad book.

Undistorted sounds from small speakers

Adrian Hope



This Philips speaker uses an electronic circuit to monitor and correct discrepancies between signal and output.

A speaker unit introduced recently and intended to produce a faithful reproduction from a tape recorder is a very useful addition to schools. It is a continuously recurring problem that the maximum level of distortion produced by any budget speakers, radios and tape recorders is inadequate for anything but domestic or small class use. A portable tape recorder, for instance, is a touchstone of taste, an intimate secret society of art, and an amusing giggle in the corner, and it does not do. It lacks the capacity to inspire love. This seems to be a fundamental misreading of Sterne's masterpiece, as there is of other background writers. Since the reading list designates a common secondary work, "source material". In Sterne we have something of a microcosm of the eighteenth century English culture, its contradictions, the collision between the wild animal and the cultivated man, the rational and the head, classical balance and runaway vernacular gossip. May the figures of *Shandy* were taken from life, and not art, and the life which endured the ideas of the community of Shandy Hall, the Walter, Trim, Obadiah, Susan, Slop, the Widow Wadman, to love that Tristram enjoys us to hear them. The only love that the author's book bears is to a self-love, the worst of eighteenth century literary vices, and a little of the reasoned enlightenment which was the century's chief glory. This is a very bad book.

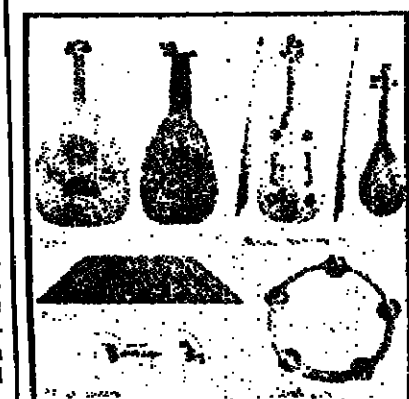
Chelsea Science Simulation Project
Newton: Unit on Satellite Orbits.
By John Harris.
Dynamics: Unit on Population Dynamics.
By P. J. Murphy.
Evolution: Unit on Natural Selection.
By S. McCormick.
Scatter: Unit on Particle Scattering.
By John Harris.
£4.20 a pack. Edward Arnold, 25 Hill Street, London W1X 8LL.

These four units have been selected from material being developed by the Chelsea Science Simulation Project. They offer an enticing glimpse of the opportunities provided by the introduction of computer methods to classroom teaching. Individual investigations, project work and more traditional practical work are already established as essential components of a modern science course. It is reassuring to read that the role of these new programmes is to extend rather than replace, familiar activities. The computer makes possible a variety of experiments which would be too dangerous, expensive or time-consuming in any other form. And, using a carefully controlled set of conditions, experiments can be devised that are much more effective for teaching than any experiment affected by the uncontrollable variables of the real world. Scatter nicely demonstrates the virtues of the computer approach. It is concerned with the behaviour of particles projected on to an unknown object. Its aims are simple but helpful in explaining the structure of an atom.

The unit introduces the idea that the bombardment of an object by a stream of particles can give a useful indication of the object's shape. This information is conveyed in an interesting and effective way which is also a useful basis for further teaching. In addition the programme demonstrates the important role of model making in physics and leads to an appreciation of the pioneering experiments of Rutherford, Geiger and Marsden. It is a unit which could usefully be fitted into any A level physics course.

Other units differ slightly in style but provide the same clear explanation of carefully chosen concepts and techniques. Biological units have the added merit of encouraging an awareness of the value of applying mathematical methods to biological research. All these units state that they are intended to be used as part of a course, and are not to be thought of as courses in their own right. Because these are computer-based programmes schools without the hardware can only envy those more fortunate than themselves and hope for better times. Schools with access to an interactive terminal could use several routes for the programme. Some national networks such as the Open University already include the programmes on their system's public library, there are also local authorities and polytechnics whose systems can make the programmes immediately available. It is possible to obtain paper tapes of the programmes and further help directly from the Computer Unit at the Chelsea Centre for Science Education costs 10p extra.

York mysteries



The York Mystery Plays are still performed every three years by citizens of York, and are now the subject of a wall chart produced by Hearn and Jobson. The chart gives some of the history of the plays, the route of the original wagon procession and a list of the craft guilds who presented the various scenes. It is illustrated in colour and has photographs of guild halls, medieval musical instruments, processions, and of the modern "traditional" performances of the mystery plays, which are now given in the dramatic setting of the ruins of St Mary's Abbey. The chart costs 50p and can be obtained from the York Festival Booking Office, 1 Museum Street, York YO1 2DT, or the Tourist Information Centre, De Grey House, Exhibition Square, York YO1 2HB. By post it is only available from Hearn and Jobson, PO Box 52, York YO3 8PF, postage and packing costs 10p extra.

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Illusion and reality

David Self on theatre

Working With Theatre in Schools.
 By Clive Webster.
 Pitman £3.25. 0 273 00042 X.
Stage Right. By Brian Matthews.
 Black £3.75. 0 7136 1573 3.
The Producer and the Play. By Norman Marshall.
 Davis-Poynter £6.00. 0 7067 0173 9.

Among the many dramatic activities now practised in schools is "theatre in schools". When used as a precise label this refers to performances given by small touring companies of professional actors. It is not the same as the newer "theatre-in-education" which implies close cooperation between the theatre company and teachers and drama specialists, but is simply a way of providing theatrical experience for those who might never go to a theatre.

Mr Webster wanted to write a book about such activities and, very properly, joined Brian Matthews' Theatre Centre as an actor, and spent a term touring with three other actors—the team presenting three specially written plays in infants' and junior schools.

How you react to his honest and personal narrative depends on whether you sympathize with the creative yet disciplined actors, daunted by a succession of up-tight, Hitlerish teachers hell-bent on curbing enjoyment; or with teachers (already coping with large classes in small buildings) daunted by the arrival of a minibus full of strolling players, props and equipment, all of which proceeds to distress the dinner ladies and the school-keeper. In fact, Mr Webster is so naïvely innocent of school routine and educational standards that he forces his reader to question the whole validity of "theatre in schools".

However, the book is compulsive reading for no one concerned with schools should ignore such an insight into their working, written

as it is by a detached but imaginative outsider. Equally, no school should denigrate out of sheer value of such dedicated enthusiasm. If Mr Webster's book deserves a wide audience, *Stage Right* is destined to be read by the specialist. Accurately sub-titled "How to run an amateur theatre group", it reads a little like *The Art of Course Acting*. It would be wrong to dismiss it though: few amateur companies and their directors will fail to learn from its detailed practical advice which opens the whole arena of amateur theatre, from setting up a society to front-of-house management.

A more weighty consideration of the role of the director (the man we used to call the producer) is Norman Marshall's *The Producer and the Play*. This classic survey of production technique is now updated with a comprehensive and perceptive "Postscript 1975" which, with nice irony, comes to the conclusion that it is disturbing that few directors are now more renowned than authors or actors. This is one of the few books about theatre which will win respect from academics and theatre people. Seeing the gulf between teachers and actors uncovered by *Theatre in Schools*, Mr Marshall's continuing achievement is remarkable.

On with the motley

Donald Walker

More Stage Costumes and How to Make Them. By Julia Tompkins.
 Pitman £3.50. 273 3618 5.

This appendix to Julia Tompkins' earlier book, *Stage Costumes and How to Make Them*, gives details of Biblical, Egyptian, Greek, Roman, Renaissance and modern costumes omitted last time, and there is a fine chapter on accessories. A certain expertise is assumed in basic sewing skills, although the book is aimed at the amateur market, prior attention at a few dressmaking classes would be advisable. The illustrations are helpful in their simplicity and they are authentic in their originality and the accompanying suggestions on pattern cutting should prove useful.

Although some reference is made to choice of fabric, there are no notes in this area and there is no reference to budgeting—an ever recurring nightmare for present day wardrobe supervisors and designers. Nevertheless, those who already know the value of Miss Tompkins' first book will do well to add this one to their bookshelf.

See the results of the
 Puffin Competition
 on Page 9

29 Resources

Experimental programme

by Frank Anstis

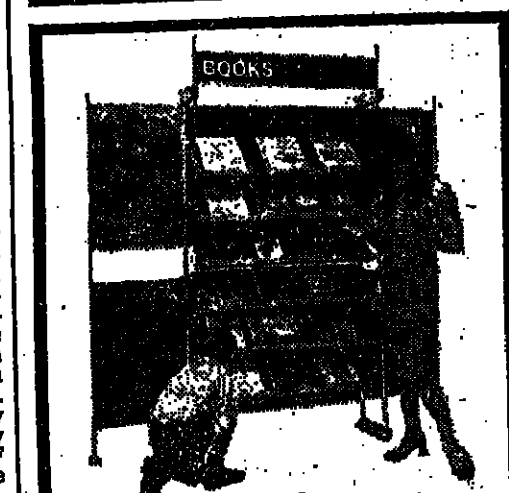
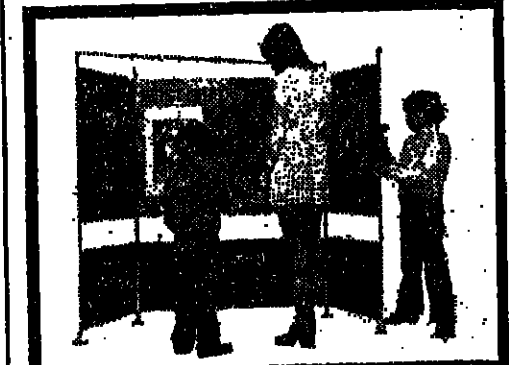
Chelsea Science Simulation Project
 Newton: Unit on Satellite Orbits.
 By John Harris.
 Dynamics: Unit on Population Dynamics.
 By P. J. Murphy.
 Evolution: Unit on Natural Selection.
 By S. McCormick.
 Scatter: Unit on Particle Scattering.
 By John Harris.
 £4.20 a pack. Edward Arnold, 25 Hill Street, London W1X 8LL.

These four units have been selected from material being developed by the Chelsea Science Simulation Project. They offer an enticing glimpse of the opportunities provided by the introduction of computer methods to classroom teaching. Individual investigations, project work and more traditional practical work are already established as essential components of a modern science course. It is reassuring to read that the role of these new programmes is to extend rather than replace, familiar activities. The computer makes possible a variety of experiments which would be too dangerous, expensive or time-consuming in any other form. And, using a carefully controlled set of conditions, experiments can be devised that are much more effective for teaching than any experiment affected by the uncontrollable variables of the real world. Scatter nicely demonstrates the virtues of the computer approach. It is concerned with the behaviour of particles projected on to an unknown object. Its aims are simple but helpful in explaining the structure of an atom.

The unit introduces the idea that the bombardment of an object by a stream of particles can give a useful indication of the object's shape. This information is conveyed in an interesting and effective way which is also a useful basis for further teaching. In addition the programme demonstrates the important role of model making in physics and leads to an appreciation of the pioneering experiments of Rutherford, Geiger and Marsden. It is a unit which could usefully be fitted into any A level physics course.

Other units differ slightly in style but provide the same clear explanation of carefully chosen concepts and techniques. Biological units have the added merit of encouraging an awareness of the value of applying mathematical methods to biological research. All these units state that they are intended to be used as part of a course, and are not to be thought of as courses in their own right. Because these are computer-based programmes schools without the hardware can only envy those more fortunate than themselves and hope for better times. Schools with access to an interactive terminal could use several routes for the programme. Some national networks such as the Open University already include the programmes on their system's public library, there are also local authorities and polytechnics whose systems can make the programmes immediately available. It is possible to obtain paper tapes of the programmes and further help directly from the Computer Unit at the Chelsea Centre for Science Education costs 10p extra.

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In the absence of a computer...

Susie Rodwell surveys the numerous catalogues of resources

Many teachers and resource librarians, describing their idealized school of the future, would probably include some form of computerized information store in their scenario. An essential aspect of such a store would be its ability to provide immediate information on the existence, availability and value of audio-visual materials on any selected topic.

Such seemingly utopian dreams may be nearer realization than some would imagine. A pilot project, proposed and awaiting approval, will have as its main objective the bibliographic control of all new materials.

The study results from the delimitation of a Council for Educational Technology (CET) working party who have been investigating the feasibility of establishing a computerized information store for non-book materials at the request of the British Library. The suggestion is that there should be a data bank which could be exploited by information and cataloguing agencies on a cooperative basis. This would enable them to produce catalogues, prepare selected media lists, issue catalogue cards and, of course, seek immediate answers to specific inquiries.

Permanent programme

A number of agencies are already using a computerized system for cataloguing selected materials, and the pilot project, based at the ILEA Media Resources Centre, would be coordinated with existing activities. At present this is intended to be a two-year development project, to test the technical and organizational aspects of the system, but it is hoped that eventually it will become permanent programme providing an essential and invaluable reference tool for the selection of non-book materials in much the same way as the British National Bibliography is for books.

In the meantime, however, tracking down resources is a time-consuming and often unrewarding task. It involves either the searching of each individual producer's catalogue or the use of various media selection aids. A rough count reveals more than 50 media catalogues and indexes ranging from a slimy pamphlet covering a specific topic to the larger more general multi-media tomes.

In addition, the organization of some publications is a confusion of coding and cross-referencing, with classifications of bewildering complexity.

Undoubtedly the most comprehensive catalogue of materials for use in schools is the Educational Foundation for Visual Aids (EFVA) Catalogues of Audio Visual Aids: Parts 1 to 8 (1971-5; 40p-£1.20). These in 12 volumes each, of which covers a broad subject area. In these, specific subjects are arranged loosely and each entry gives a non-evaluative notation, bibliographic information and an indication to the age and ability level for which the material is best suited.

There is no specific subject index, so some practice is required in its use, but there is a valuable slide index giving prices, and a list of producers and addresses. These are particularly useful, as a teacher can identify a producer of material on his topic, and contact him for a copy of their latest catalogue for more recent productions. Alternatively, reference can be made to the regular updates which appear in *Visual Education* as additions to the National Audio Visual Aids Library—the EFVA catalogues as well as being general media catalogues are also catalogues to the library.

A few agencies are cooperating with CET and the British National Bibliography as part of the project for a more efficient and coordinated system of bibliographic control of media. The catalogues produced are chiefly of relevance to higher education.

The British Universities Film Council's (BUFC) AV Materials for Higher Education (1975; £5.50), is designed to assist teachers in the highest education level in the selection of materials which are appropriate standard for degree level teaching. It has a two-year publication cycle and the latest edition lists more than 2,000 films and

other media. Films are chosen by panels of subject specialists.

The BUFC catalogue is mainly devoted to films, but a more comprehensive catalogue of materials is produced by the CET Intituted Higher Education Learning Programmes Information Service, *The HELPIS Catalogue* (1976; £4.50), describes more than 950 videotapes, films and other materials made in 95 institutions. It excludes material which is listed separately in the *HELPIS Medical Catalogue* (1975; £3.50). *HELPIS* has proved such a valuable experimental project that it is being published as a continuing service by the BUFC.

Most initials are introduced with CETPIS, a CET working party who have been investigating the feasibility of establishing a computerized information store for non-book materials at the request of the British Library. The suggestion is that there should be a data bank which could be exploited by information and cataloguing agencies on a cooperative basis. This would enable them to produce catalogues, prepare selected media lists, issue catalogue cards and, of course, seek immediate answers to specific inquiries.

Another source of information on materials suitable for use in teacher education is *Film Review* (1974; £2.25) which is produced by the Science Teacher Education Project. It gives lengthy appraisals of about 100 films and videotapes dealing with methods of teaching science.

The practice of appraising material and the publication of the review is a feature of only a limited number of catalogues. Arranging screening sessions and bringing together panels of experts in time consuming and administratively difficult and it results in irregular publication cycles for such excellent guides as those produced by BERA: *Guides to Films on Education* (1971; £2.63) and *Guides to Films of Psychology and Psychiatry* (1972; £2.72), and that produced by the St John Ambulance Association: *Guide to Films and Other Audio Visual Materials on First Aid and Nursing* (1975; £1).

Probably the most well known of the media-specific catalogues is the *British National Film Catalogue* (BNF) (1963; £13 pa). This is issued quarterly with annual cumulated volumes and is an essential reference tool for all film librarians. It records comprehensively as possible, titles of all non-fiction films available for distribution in the United Kingdom. Titles are classified by UDC and there is excellent cross-referencing, with detailed indexes and listings of such things as sponsors and producers.

The only criticism is that it is non-cumulative, making it unhelpful search through all 12 volumes may therefore be necessary if the date of the film is not known.

Other specific media are not collated so effectively. The valuable *EFVA Wellchart catalogue* is now out of print and the *Records and Tapes for Education* (1972; 30p) is becoming increasingly dated in view of the recent proliferation of audio cassettes. Games and simulations which are now attracting more attention as teaching aids, are listed in the *Handbook of Games and Simulation Exercises* (1974; £3.00) published by E. F. N. Spon Ltd.

Another teaching aid which is not strictly audio-visual is programmed learning. Doubts are frequently expressed as to the extent and validity of its use in primary and secondary education so it is surprising to find that in the latest *APLET Yearbook* (1974; £4.00), published by Kogan Page, about half of the teaching programmes are described as suitable for use in secondary schools.

It is the subject approach which is most frequently used by media teachers, and catalogues of media, compiled by agencies which actually have a particular field, are often more useful than general catalogues of non-specific general catalogues. One of the greatest areas of demand is for resources for language teaching. There is not an overall listing of such materials but the *Language Teaching Materials Lists* (1971-74; 20-50p) produced by the Centre for Information in

Language Teaching (CILT) and the *Recorded Materials for Teaching English* (1974) produced by the English Teaching Information Centre (ETIC) (both British Council services) are fairly comprehensive. These lists include detailed synopses, which are invaluable in such a specialist area where materials of a wide range of complexity and quality abound.

Geography is another discipline for which a vast range of materials is available. The *Handbook for Geography Teachers* (1974; £6.50, Methuen) has 724 pages which include information on approaches to teaching as well as a comprehensive survey of materials, globes, atlases and maps. It does not, however, catalogue individual titles, rather the major sources of media.

The *Geographer's Vademecum of Sources and Materials* (1971; 75p George Philip) similarly lists only sources but it is usefully arranged with items listed alphabetically by regions and countries. Those wishing to obtain more specific regional information can refer to *A Teacher's Handbook of Resources on Asia and Africa* (1973; £1.50) which classifies journals, books and audio-visual materials by area.

It covers all aspects of the regions from culture and history to geography and is produced by the School of Oriental and African Studies of the University of London. A major difficulty experienced by teachers is dealing with the wide range of subjects which an environmental approach implies. In this they are aided by two excellent publications. The first, the *Sources for Environmental Studies* (1975; £2.50, George Philip) gives brief information on available materials under such broad subject headings as ecology and pollution. The second, the *Directory of Environmental Literature and Teaching Aids* (1975; 75p) classifies items by media and further subdivides them by various topics, giving a brief synopsis for each entry.

General studies is another umbrella title and *Films for General Studies* (1973; 60p), gives detailed critical appraisals of more than 300 titles. This booklet was published by EFVA/NCVAI for the Association for Liberal Education and the material identified can be used in non-specialist courses in areas as far afield as social studies, humanities and the sciences.

Diverse area

Another topic which defies strict subject classification is development and third world studies and an intriguing publication covering this diverse area is the *Development Puzzle* (1974; 60p). It is produced and quite regularly updated with supplements, by the Voluntary Committee for Overseas Aid and Development as a source book for teaching about the rich world/poor world divide. It is not only a mine of information on the development materials but is also a valuable resource in itself containing photographs and articles.

Audio Visual Aids for Teachers (1974; free) published by the Community Relations Commission also provides a comprehensive list of materials which illustrate various aspects of life in a multi-cultural Britain.

The importance of adequate careers education in schools is becoming increasingly recognized and the growing demand for information on materials suitable for careers teaching is being admirably provided by the Careers and Occupational Information Centre. Their services include the annual publication of *Catalogue of Careers Films and Other Audio Visual Aids* (1975; free), which is an appraisal prepared by panels of careers officers and teachers. Between reviews of the catalogue, reviews and appraisals appear in the COIC journal, *Checkmate*, together with any amendments to the current edition.

Health education is another topic receiving greater attention in schools these days and there is a vast amount of material to be tracked down, much of which is not produced by the established Education Council. The *Health Education Sources List* (1975; free) on such subjects as drugs and food hygiene. An additional selection aid, including both print

and non-print materials, is the *Health Education Index* (1975; £2.75) which gives information on more than 3,800 items. The entries are classified under numerous headings, and though few details are given, it is notable for its remarkable scope. It is published by B. Edsall and Co Ltd.

Many of the more traditional subject disciplines are poorly serviced by regularly updated media catalogues. A new edition to the *Guide to Illustrative Material for Use in Teaching History* (1969; 50p) is in preparation by the Historical Association and the valuable *Handbook for History Teachers* (1972; £6.95; Methuen) is in need of revision.

Science films

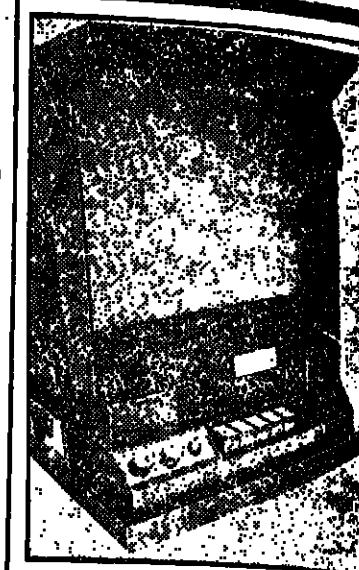
The Chemical Society have no immediate plans to revise the *Index to Chemistry Films* (1970, £1.50), which was a valuable comprehensive list of films, filmstrips and film loops on chemistry and related topics when it was first issued but by now rather dated. "Physics Films" appears as an irregular supplement in the journal *Physics Education* (1975, June), listing a selection of films, together with a list of sources considered suitable for university use.

In an issue of the *Journal of Biological Education* (1975, June), free) AV aids for biology teachers are listed. This appears to be a continuing project with the audio-visual panel of the Institute of Biology regularly reviewing materials. University teachers seem to be rather better off than their colleagues in schools when it comes to catalogues of suitable media. The BUFC have produced two subject specific (2) catalogues: *Films for Historians* (1974; £2), which give details of more than 360 titles currently being distributed and suitable for use in teaching aspects of history at degree level, and *Audio Visual Materials on Drama* (1974, £2), which identifies about 700 documentary materials and feature films under such broad subject headings as stage design and acting techniques.

It is not possible to describe all of the media selection aids (not alone those produced in Europe and America which cover British materials), but the most important in terms of comprehensiveness, reliability and usability have, it is hoped, been identified. It is worth remembering, that many subject associations and specialist advisory services and of course local teachers centres, area resources centres and national centres, can provide useful guidance when it comes to the selection of audio visual materials.

List of publishers:

EFVA 33 Queen Anne St, London, W1M 0AL.
BUFC, Royal Society, 72 Dean St, London, W1V 5HB.
Community Education Press Ltd, (CET Publications) 30 Queen Anne St, London, W1M 0LD.
McGraw-Hill Book Co (UK) Ltd, Shop 16, 20 Bedford Sq, Maidenhead, Berks, SL6 2BN.
BIFA, 26 D'Arbury St, London, W1V 5FH.
Order of St John, Priory House, St John's Gate, London EC4M 4DA.
BFI, 81 Dean St, London W1V 6AA.
E. & F. N. Spon Ltd, 11 New Fetter Lane, London EC4P 4EE.
Kogan Page Ltd, 116A Pentonville Rd, London NW1 9JN.
British Council, CILT, 20 Carlton House Terrace, London, SW1Y 5AF.
ETIC, 10 Spring Gardens, London, SW1A 2BN.
Methuen & Co Ltd, 11 New Fetter Lane, London EC4P 4EE.
George Philip & Son Ltd, 12-14 Long Acre, London, WC2E 9LP.
School of Oriental & African Studies, University of London, Malet St, London, WC1E 7HD.
Council for Environmental Education (Delta), University of Reading, 24 Long Walk, Reading, RG2 2AA.
VCOAD Education Unit, 25 Parnell House, Wilton Rd, London, SW1.
Community Relations Commission, 15 Bedford St, London, WC2E 9PL.
The Employment Service, COIC, The Employment Service Agency, 97 Tottenham Court Rd, London W1P 0ER.
Health Education Council, 78 New B. Edsall & Co Ltd, 36 Euston Sq, London, NW1 1PP.
Historical Association, 58a Kennington Rd, London, SE11 4JB.
Chemical Society, Burlington House, Piccadilly, London, W1V 0BN.
Institute of Biology, 47 Belgrave Sq, London, SW1X 8QZ.
Institute of Biology, 41 Queen's Gate, London, SW7 5HU.



A. H. Crocker on moves towards a standard for Compact Cassettes

The Compact Cassette, originally designed by Philips, has introduced recorded sound into many new areas of education. This is mainly because the cassette is simpler to use than spools of recording tape and even than the gramophone record.

Magnetic recording tape can use more than one track of information simultaneously, with a negligible interference from the other track. This is of use for audio-visual presentations where one track carries the audio part of the programme and the other carries automatic control of the equipment showing the visual part. In this way slide changes can keep pace with the narrative.

However, the versatility of magnetic tape is unfortunate in that it makes the possibility of programme exchange or the wide marketing of commercially produced programmes very inconvenient.

The tape in the Compact Cassette is 3.81mm wide and has a magnetic coating across the full width. The

magnetic heads in a recorder or player do not use the full width of the tape. A normal monophonic recorder's head "looks at" only the lower half of the tape, making it possible to turn the cassettes over and use the second side. A stereo phonic recorder also scans only the lower half, but in two parts.

Stacked heads in stereo recorders scan the two halves of the lower half of the tape, called tracks one and two. The heads in mono equipment look at track one plus two, including the space. The upper half of the tape contains tracks three and four which are normally recorded in the opposite direction to tracks one and two so that they are correct when the cassette is inverted.

There are two basic systems for using Compact Cassette tapes with synchronized audio-visual programmes, but there are wide variations even within those systems. The favoured "separate track system" results in a uni-directional cassette, so that the second side cannot be used for further programme material.

In the separate track audio-visual application of the Compact Cassette, track one plus two are generally used for the narrative, which may be in mono or stereo. When mono is used for stereo visual purposes the narrative may be

Continued on next page



Cassettes and compatibility

continued from previous page
recorded on track one only if the programme producer or equipment manufacturer thinks it is desirable. The cue tones for control of the visual part of the programme should be recorded on tracks three plus four, not including the space between these tracks. Track control is not the only aspect which is important for compatibility. The nature of the cue tones is also important.

An international standard recommendation will soon be published by the International Electrotechnical Commission (IEC) whose central office is in Geneva. This recommendation recognizes the separate track system and specifies in detail the characteristics and functions of the automatic control cue tones. The IEC publication has been in preparation for some years and the United Kingdom has been closely involved from its inception.

In the publication, four frequencies of cue tones will be specified and these are to be accurate to within plus or minus 6 per cent. The two primary frequencies are 1,000 Hertz and 150 Hertz. There are two secondary frequencies of 400 and 2,300 Hertz.

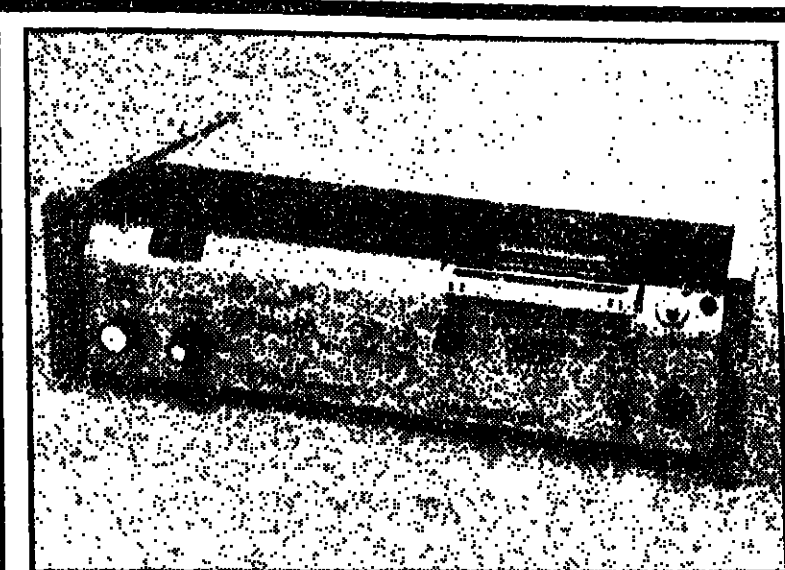
Functions are assigned only to the primary frequencies: picture advance and automatic switch-off. 1,000 Hertz, pause 150 Hertz. Thus playback equipment will need to discriminate both between the frequencies and duration of the cue tones.

Durations are to be recorded accurately to within plus or minus 10 per cent at rated tape speed. For picture advance the duration for the 1,000 Hertz cue tone is to be 400 milliseconds for audio programmes and 20 milliseconds for motion picture programmes (one frame per cue tone). A two-second burst of the 1,000 Hertz cue tone will be needed to switch equipment automatically. For the 150 Hertz cue tone the duration is to be 400 milliseconds. Applications for the cue tones using the secondary frequencies are left "under consideration" but it is suggested that they may be used for random access, programmed in advance, and so on. The IEC recommendations should help to clarify a rather confused situation and result in greater compatibility of programmes and equipment.

Equipment manufacturers have been developing systems using the Compact Cassette and various visual media which go beyond the simple tape/slide type of programme. Still using slides, although they need not, there are various methods of cross-fading automatically between a pair of projectors and advancing the next slide in the projector which has been faded down.

Such systems, which make use of the Compact Cassette, can comply with the IEC track configuration for a different cue tone system has been developed. The British-made *Animatic Converter* is an example and in this the cue tone track carries a constant signal whose frequency is varied between about 2,000 Hertz and 5,000 Hertz to control the lamp brightness and change the slides. Systems such as the Philips FILM Converter and the Philips FILM Compact Cassette and Super 8 FILM Converter are also available.

A further system which could comply with the IEC document were sufficiently detailed, is the Ameri-

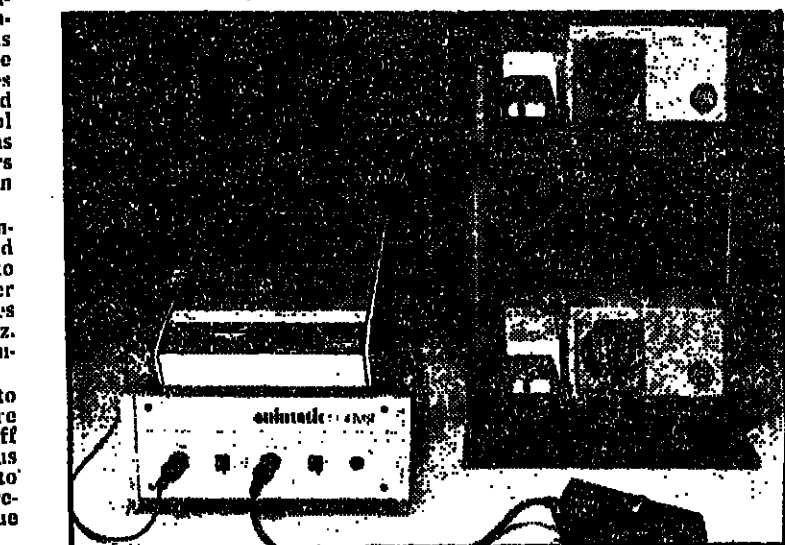


can Fairchild Synchronomatic 110. This recently introduced system could be one of the most exciting developments in audio-visual systems for some years. It establishes correct synchronization after any amount of fast winding of the tape in any direction.

The visual medium in Synchronomatic 110 is a 16mm strip of film with the frames in Instamatic 110 format. There are considerable spaces between frames on 110 film and Synchronomatic 110 has an optical eight-bit binary code identifying

undue interference on one track by the other. Changes were made to overcome these problems. Some companies, mostly Japanese, had developed some projects and designs based on the original proposals. Some of the results of these developments are on the market in the United Kingdom and elsewhere, and this equipment is not compatible with other examples which are made in accordance with IEC.

The IEC method of using the Compact Cassette for audio-active-



each frame in those spaces. Thus, each frame in a filmstrip can be identified by number by the equipment.

On the cue tone track of the tape, an address code is recorded three times in each second. The code is only changed when another frame in the film is required. The master track electronically compares the readout from the tape with that from the film, and issues commands for the projector to advance or reverse the filmstrip until the frame numbers are matched.

Unfortunately, a 1,000 Hertz cue tone has been adopted for the Synchronomatic 110. From the aspect of the IEC document perhaps a 2,300 Hertz would have been better. The duration of the cue tone burst is the significant factor in the address code and the automatic control circuit effectively counts the number of cycles in each burst. The effects of "drop-outs" and other errors in tape playback are thus eliminated by the repetition of the address code which gives the equipment the opportunity to disregard a temporary aberration. The possibility of Synchronomatic 110 are wide; it would be interesting to discover the IEC committee's views on it as it affects their recommendations.

Another attractive application of the Compact Cassette is in language learning. The cassette is convenient for use in a language laboratory and particularly in an individual language machine—sometimes called a "mini-lab". Here again, certain standards are necessary for programme and equipment compatibility and the IEC Document also covers this use.

Unfortunately, fairly early in the preparation of the IEC document the original proposals about track configuration had to be changed. The committee thought the original proposals could lead to problems of

comparative language applications is to have the master, or teacher, recording (stimulus) on tracks one plus two or one only, and the student recording (response) on track three plus four or four only. With this system it is possible to make master recordings and play them back on any normal mono or stereo cassette recorder. The master track may be protected by removing a lug in the Compact Cassette system.

Even after a cassette has been used by a student on a language tutor it can be used to play just the master track on a normal recorder. If a cassette tutor made used on a language tutor made according to the original proposals, anyone playing it on normal equipment will then hear both master track and student responses. Although sometimes this may be useful for the teacher's appraisal of a student, it has been considered generally a disadvantage. This is particularly so where the technical problems of interference of one track by another are considered.

The Compact Cassette is versatile and has shown that it can produce the desired level of quality for a wide range of educational applications. If we are to reap the benefits of lower costs from large-scale production of both equipment and programmes, it is important to keep to technical systems standards.

Top left to right: the Fairchild Synchronomatic 210; the Philips N2209 cassette recorder with separate control unit for slide projector control and the Siganon projector control and the Siganon projector control. Left: the Beeler Cue/See and above: the Animatic Converter variable dissolve unit in use with two automatic slide projectors and tape recorder.

School Broadcasts as Resources

Many schools use both radio and television programmes in recorded form. Recorded programmes can be used when convenient for the timetable and when they fit into the context of learning in the classroom.

Lacking the broadcast series there are teacher's notes, booklets for teachers and pupils, pupils' pamphlets, or filmstrips.

New copyright arrangements allow schools to record and retain school broadcasts for three years. LEAs can designate resource centres which can record, copy and circulate school broadcasts to schools, colleges and teachers centres.

Full details of series and publications are given in the *Annual Programme and leaflets* for 1976-7 sent in March to all schools and teacher training bodies.

Publications should be ordered from BBC Publications, School Orders Section, 144 Bermondsey Street, London SE1 3TH.

BBC

CET

BOOKS ABOUT RESOURCES published recently by CET include

Children in the Picture by Frank Blackwell described the first phase of the Primary Extension Programme for disadvantaged children in the 3 to 8+ age range, using audio-visual techniques to help their linguistic, conceptual and cultural development. "Any teacher will find the teaching ideas helpful and stimulating... the section on three-level reading (text alone is worth the price of the book)." *Times Educational Supplement*. ISBN 0 902204 55 x Price £1.00

Learning Resources: an argument for schools by W J K Davies A publication prepared as a piece of structured communication for schools investigating resources to provide a source of reference in the initial planning stage and a guideline for future expansion. "It could prove a useful starting point for in-service training discussions, the format lending itself to adaptation in a number of interesting ways." *The Teacher*. ISBN 0 902204 49 1 Price £1.50

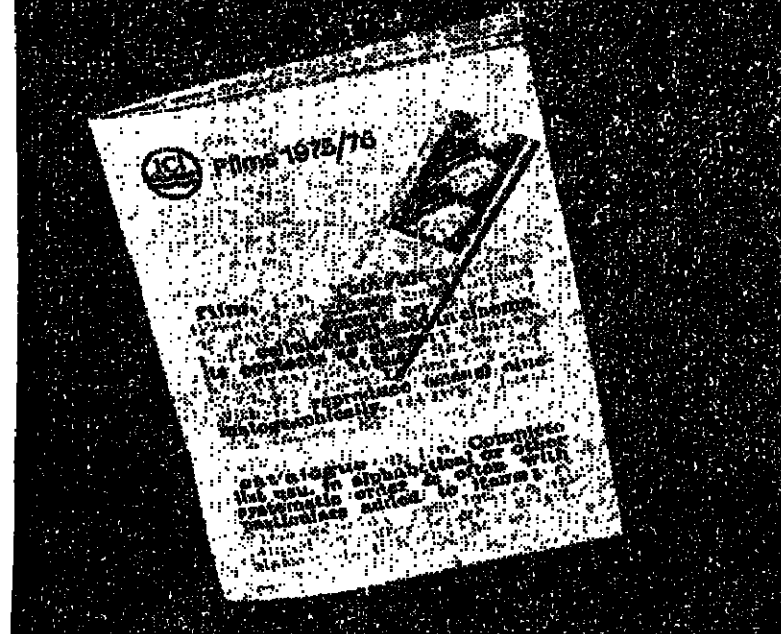
Available from Councils and Education Press, 10 Queen Anne Street, London W1M 9LD

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Wall-to-wall information

by Anna Sproule

After the book, the simplest form of teaching aid is the wallchart. Wallcharts are, however, produced in just as bewildering a variety as their more sophisticated successors in the audio-visual field.

Below is a list of who, where wallcharts are involved, does what. Of necessity, it is a selective one, both where the titles available and the producers themselves are concerned; in particular, the National Coal Board and the National Savings Committee (both listed here) are only two out of the hundreds of non-educational institutions and firms who produce wallcharts linked to their specialities.

However, help is at hand from a source described in the TES (October 31, 1975). In addition to producing multi-media packs of their own, Studio Two of Barnet will track down and supply at retail price almost any wallchart going. And they add that teachers are welcome to ring them for advice on whether wallcharts on particular topics are obtainable. Their address is given in the list and their telephone number is 01-449 6013.

Art and Architecture

Pictorial Charts Educational Trust
Here, in fact, mainly architecture and applied arts. Wallchart series include English Architecture (from Saxon to Georgian; five charts), and Everyday Architecture (four charts) with 100 full-colour drawings of regional British buildings. The series Art in the World Story (three charts) traces the development of art and architecture from its beginnings to the present day.

Visual Publications
Four charts illustrating the history of sculpture, painting and architecture in the west from 2000 BC to the present day. One deals solely with twentieth-century artists; the other three correlate the periods when different artists or styles of art were in operation. The set can be used with or without V.P.'s art filmstrips.

Coal

National Coal Board—Schools Services

A brand new wallchart series, in pop art style, has replaced the NCB's earlier range. Topics covered include coal's origins; coal prospecting; open-cast mining; modern mining technology; domestic and industrial uses; and the environment. Teachers' pack (booklets, geological map, film catalogue, project book) also available.

Economics/Commercial Studies

Educational Productions
Wallcharts on the stock exchange, formation and financing of a company and profits in business.

Key Services
Specialists in design and publicity, also produce see-a-glance year planners that do not waste all available wallspace in the staffroom/office/commercial studies department. Approximate measurements 23in by 37in.

National Savings Committee
Range includes a full colour map/diagram giving basic facts about the European Economic Community. Space has been left for pupils to insert—add and alter—the varying rates of exchange.

Pictorial Charts Educational Trust
Four new offerings are: *Starting to Type, Office Practice, Dictation*, and *The Money-Go-Round*, a diagram of the economy showing the average family's taxes and benefits within the framework of government income and expenditure. Other topics covered by the P.C.E.T.'s economics range include the EEC, physical and human geography of Great Britain and doing your income tax.

English
Pictorial Charts Educational Trust
Wallchart subjects include the history of literature (from ancient Greece to today); three and British poets (Wordsworth, Coleridge, Keats and Shelley on one; Browning, Keats, Shelley, Owen and Keats on another); and the seasons on a third.

A separate section on the use of English—taken in *Using the Library, Communication by Letter, Your Daily Paper*, and *Black and White*—is a very creative writing exercise that uses race relations as a starting point.

The Longman range of aids to teaching English as a foreign language includes a set of 10 wallcharts for *Intelligent Practice* (Subjects include *Intelligent Practice, Film Set*, and that favourite *On the Beach*), and a large wallchart showing the phonetic symbols for English vowels and diphthongs.

Environmental studies

Brook Bond Oxo
Densely-packed wallcharts, based on B.B.'s long-established range of picture cards—cover—among other topics—the sea, prehistoric animals, and British trees.

Educational Productions
Specially designed for primary schools are wallcharts on trees in Britain (10 charts); the farmer's year; and a country market, a shopping precinct, a building site, and a bus station (four charts can be used as a set). Also available is *The Weather Station*, which shows the instruments used in measuring temperature, sunshine, precipitation, air pressure and wind—and how they would be positioned in an instrument enclosure.

Macmillan Education
Source of the *Our World* wallchart series, each one of which contains 20 information charts (words and pictures), and four large topic illustrations.

Three out of the four packs currently available span the natural history/environmental studies categories: *Animals* (fish, reptiles, amphibians, mammals); *Life Long Ago* (fossils, dinosaurs, evolution, and the coming of man); and *Plants*.

Looking at Birds, a set of six wallcharts produced for the Royal Society for the Protection of Birds. National Savings Committee. Two posters available, one on British birds (23 rare species illustrated) and the other on conservation. This, *Conservation of the Countryside*, combines two maps (long distance and local) and national parks with photographs of outstanding examples of British architecture and natural scenery.

Pictorial Charts Educational Trust
Large range, divided into two separate sections. Topics covered under the environment label include ecology, the effect of man on his surroundings, British farming, urban living, earth and ocean resources, canals, and a case study of pollution in the lower Swansea valley.

The Trust's geography section contains wallcharts on Great Britain, Europe, land, deserts, mountains, river valleys, deserts, coasts, mountains, the Mediterranean countries and Indian agriculture.

Frederick Warne
Well known for their extremely detailed identification charts of mammals, trees, birds, butterflies and moths, Warne's 12-picture sequence of nature wall pictures (the picture for July, for example, includes badgers, swallows, a bat, a field vole, and a grasshopper) is equally famous.

Food
Brook Bond Oxo
Run a separate educational section for their three products: tea, coffee, and meat. Coffee is dealt with in booklet form only, but a set of three wallcharts show the various cuts of beef, lamb and pork, while a fourth *Education Productions* Big home economics section. Wallcharts on laying a table, jam-making, soft drinks; New Zealand lamb (four charts); herbs and spices; making matches; making sewing-thread; and shopping.

Health
General Dental Council
Most of their wall-posters take a humorous and welcome approach to the ordinary subject of tooth decay. One, in particular, shows an explorer devotedly brushing all a crocodile's teeth. "Tooth matter" says the caption. "Take care of yours."

The animal theme is continued in a set of three posters for very young. For the slightly older there is sweet-chewing which doesn't need any magic spell to give you teeth like mine. Two posters, however, treat the issue straight: one shows the structure of a molar tooth, while the other charts the four stages of dental decay.

History
National Savings Committee
"National Savings—your road to prosperity" is the caption that links the NSC with their wall-poster of Roman roads and sites in Great Britain. The committee point out that "a selection" only is shown—but it is a very comprehensive one.

Pictorial Charts Educational Trust
Big wallchart ranges: Britain (from the Old Stone Age up to the Industrial Revolution); the factory conditions; transport, iron and steel, textiles, agriculture, the move to the towns, the growth of trade unions; smaller ones on modern history, including *Conflict in the Middle Ages*, *Shakespeare*, *Dickens*, and world history (time charts, ancient Egypt, ancient Rome, the Renaissance, France before and during the revolution, African civilisations, and the Heritage of Islam).

Languages
Harrop
Their Junior French kit, *Points de Départ*, is composed of elements which are all available separately. Among these are: 28 revision posters taken from filmstrip frames of *Parlons Line*; 25 background posters; and a Ludo-type race game on flannelgraph for question practice and fluency exercises.

Maps
Aerofilms
Not so much a map, perhaps, as a pictorial representation in its own right. Among Aerofilms' products is their photo-mosaic of Greater London, taken in 1972, and specially printed enlargements (up to 40in) are available. Mounting on card or linen costs extra.

Aerofilms also point out that they have complete vertical photographic cover of many other parts of the British Isles. Here, too, enlargements can be obtained.

Harrop
French range includes a series of double-sided wall maps of France and elsewhere: modern France; railways; 19th-century France; and France; France; revolutionary France/Napoleonic empire; pre and post-war Europe/Europe at the time of the Second World War; wartime Europe/the war in the Pacific; and 18th-century France/colonies/Anglo-French colonial wars during the eighteenth century.

Harrop
Harrop's maps are unusual; they are, in fact, blackboards with the required outlines permanently drawn on them. For making additions, a sheet of acetate is placed over the "outline blackboard".

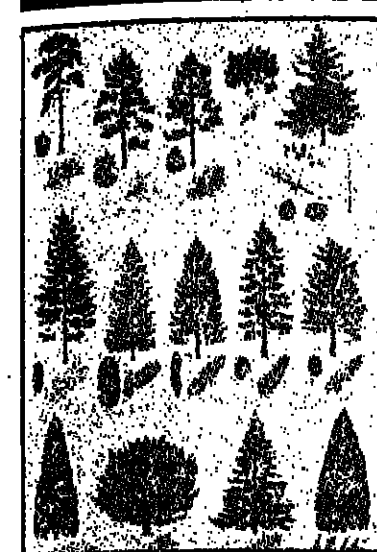
Markings are then made with a chalk or dry-erase pen. Blackboard maps are available of the world, South America, Europe, North America, Australia and New Zealand, Africa, the British Isles, the world (Mollweide's projection), the Pacific (four boards); the North-East Atlantic weather forecast area, the North-East Atlantic weather forecast area.

Pictorial Charts Educational Trust
Geography range includes a world outline map, 30in by 40in, and the wallchart *Reading an Ordnance Survey Map*.

Frederick Warne
Three pictorial maps of Cornwall, Dartmoor and South Devon, and England's lakes and fells show outline of the areas, pictures of notable buildings, scenes of battle, and literary or historical figures connected with the area.

Mathematics
Hulton
Outline blackboards available in three sizes of grid, for use in building up solutions. **Pictorial Charts Educational Trust** Large selection of mathematics Topics covered are the metric system (Metric Relationships, Metric Measurements, The SI System); civic mathematics (Your Taxes); and mathematics linked

continued on next page



Left to right: a tree chart from Studio Two; "sweets mean trouble" form the General Dental Council and an outline blackboard from Hulton Educational Publications.

continued from previous page
—ratios, decimals, logarithms, graphs, fractions, relationships of size, and the history of mathematics.

Musical Educational Productions
Making a Stereo Record traces the recording process: onto a master tape, onto a master disc, and onto the finished record.

Hulton
On the outline blackboard list is a "practical aid to music teaching"—five lines of music manuscript to write on blackboard. **Pictorial Charts Educational Trust** Charts available of the instruments or the orchestra (brass, percussion, woodwind, strings); of great composers (Purcell through to Britten); and—brand new—the elements of music. Also on the list are: European music (with date strip of composers); *Music and the People*; (the take-over from the church); *Pop Music*; *Sound Waves* and *Sonata Form*.

Physical Education
Educational Productions
PE wallchart: Can you make these shapes with your body? (produced with Continental Sports) illustrates "nine basic activities with which children experiment in physical education periods".

Religious Education
Hulton
Three "outline blackboard" maps cover the Bible lands: *St Paul's Missionary Journeys (one and two)*; *The Palestine of Jesus*; and *The Bible Lands themselves*.

Pictorial Charts Educational Trust
Four main headings cover the Trust's religious education range: Christianity (Palestine, the journey of St Paul, early Christians, medieval monasticism, the growth of the church, and faith in action); Judaism (the Old Testament, ancient Egypt, and maps); and religion (Christianity, Buddhism, Islam, Hinduism, Marxism); and the individual (self-knowledge, decision making, choosing a job).

Science
Brook Bond Oxo
One picture-card wallchart is entirely devoted to inventors and inventions: Leonardo, Arkwright, Archimedes, printing, the sewing machine, safety lamps, the rocket, Braille, the jet engine, cats-eyes and radar—among others.

Educational Productions
Big collection in EP's middle school science series: *Discovering the World of Cats*; *The Wonderful World of Butterflies*; *Glass Containers*; *The Vacuum Flask*; *Tape Recorders*; *The Video Cassette*; *Miniature Electronic Calculators*. Also, a wallchart showing the periodic table of the elements.

Hulton
Outline blackboards showing the earthworm; a leaf section; the wallflower (sweet pea); the buttercup flower; the human ear; the human eye; arm and leg movements; the human skeleton; the human digestive system; the human circulatory system; the human excretory system; a section of the skin; the brain; the human heart; the camera; the four-stroke engine... **Pictorial Charts Educational Trust** Large selection, divided into three separate categories: biology, chemistry and physics/general science. These in the biology section focus mainly on human biology, evolution, and ecology, chemistry is covered by the elements, atomic

structures, molecules, earth's resources, and chemical bonding. The physics wallcharts deal with electricity, water, refrigeration, magnetism, sound waves, conservation of energy, transistors, simple machines, and energy transfer.

Social Studies
Brook Bond Oxo
Two different wallcharts on clothes. *British Costume* is based on the picture card series; the other, *History of British Costumes*, is slightly smaller in size.

Educational Productions
EP's geography section contains a wide range of wallcharts on human and economic geography: two on urban living, one each on Oceania and Africa, three on British agriculture and horticulture, and one on agriculture on corn, wool, soft drinks, Scotch and water.

Edward Patterson
The other EP offer a set of six wallcharts, produced by the Royal Ontario Museum, on the North American Indians. Topics covered are: musical instruments; toys and games; quill work; Wood Cree (members of the Algonquin language family of North Central Manitoba and Saskatchewan); the Indians of the Quebec/Labrador regions; and the Assiniboine people.

Pictorial Charts Educational Trust
Yet again, another big range, focusing variously on society now, industrial society, money, other societies, and the individual. Several sections overlap with other P.C.E.T. categories: "Society now", which does not, contains wallcharts covering: woman's role in society; marriage; drugs; crime; VD and other sexually-transmitted diseases; fashion; and analysing advertising.

Transport
Brook Bond Oxo
The picture-card wallcharts concentrate particularly hard on transport—perhaps unsurprisingly. Charts offered are: *History of Aviation*; *Transport through the Ages*; *History of the Motor Car*; *The Saga of Ships*; and *The Race into Space*.

Macmillan Education
The second in the *Our World* wallchart packs (for the other three, see "Environmental studies") is devoted entirely to transport—by land, sea, air, and through space.

The 20 information charts cover such topics as transport vehicles, engines, cars, steam and modern trains, airports, modern passenger ships, and space probes; the four stimulus charts show a seaplane, Hongkong harbour, an early fire engine, and a railway locomotive. *The Waterways of Britain* takes a wide-ranging look at canals, locks, longboats and boat people.

Boards and Mounting Systems
Not all wallcharts, obviously, are bought ready-made. Teachers may wish to make their own—either through mounting pictures permanently, or by fixing short-term changes on magnetic markers, whiteboards, and dry marker pens. The three firms below could help.

Ademco
Specialize in dry-mounting systems. Dry mounting is the process of bonding two flat surfaces together by the application of heat and pressure; the adhesive is pre-coated on to a thin base paper which is supplied as dry mounting tissue. Their catalogue of materials is specifically written with photographers in mind, but, Ademco point out, dry mounting has many applications outside that profession. "Mounting procedure will remain about the same no matter what the application", they go on, "but we



Left to right: a tree chart from Studio Two; "sweets mean trouble" form the General Dental Council and an outline blackboard from Hulton Educational Publications.

would be glad to offer technical assistance to those in doubt".

Magboards
Whiteboards in every shape and size, right down to the "Magislate". Some are pre-printed for use as year-planners, graph boards, or large-scale music manuscript. All are magnetic; magnetic accessories (indicators, squares, letters and numerals, magnetic tape) also supplied. Three ranges of dry markers are available.

Nobo Visual Aids
In their own words: "Flipchart easels and pads; notice boards; Lecturer (a swing-over black or white board); non-magnetic whiteboards; marker pens; magnetic and self-adhesive accessories; magnetic whiteboards; blackboards and easels; mobile signs; in-out indicator boards; wallcharts (the best-stalk variety); information boards; key cabinets".

Ademco Ltd (mounting systems)
Lincoln Road, Cresswell Estate, High Wycombe, Bucks HP12 3QU.
Aerofilms Ltd (aerial photo mosaics)
Elstree Way, Elstree Wood, Herts WD6 1SB.
Brook Bond Oxo Ltd (food, transport, science, social studies, environment)
Leam House, High Street, Croydon CR9 1JQ.

General Dental Council
37 Wimpole Street, London W1M 8DQ.
Hulton Educational Media Co (health, language arts)
83 Pall Mall, London SW1Y 5EX.
Educational Productions Ltd (commercial studies, environment, history, music, physical education, science, social studies)
Bradford Road, East Ardsley, Wakefield, Yorkshire WF3 2JN.
George G. Harrop and Co Ltd (languages, mathematics, music, religious education, science)
PO Box 70, 122-184 High Holborn, London WC1V 7AX.

Hulton Educational Publications Ltd (maps, mathematics, music, religious education, science)
Rena Road, Amsterdam, Bucks HP6 6JJ.
Key Services (year planners)
15 Upper High Street, Thames, Oxfordshire OX9 3EX.

Longman Group Ltd (languages)
Longman House, Burnt Mill, Harlow, Essex CM20 2JE.
Macmillan Education Ltd (environment, music, mathematics, religious education, science)
4 Little Essex Street, London WC2R 3LF.

Magboards Ltd (whiteboards)
42 Watney Way, Willow Lane Industrial Estate, Mitcham, Surrey CR4 4TA.
National Coal Board—Schools Service
Room 242, NCB, Elbert House, Grosvenor Place, London SW1X 7AE.
National Savings Committee—Education Branch (environment, history, transport, money)
Alexandra House, Kingsway, London WC2E 6TS.

Nobo Visual Aids Ltd (white/magnetic boards)
Hawthorn Road, Lotheridge, Drove, Eastbourne, Sussex BN23 6QB.
Edward Paterson Associates Ltd (social studies)
68 Copers Cove Road, Beckenham, Kent.

Pictorial Charts Educational Trust (art/architecture, environment, geography, history, language arts, mathematics, music, religious education, science, social studies, commercial)
27 Kirchin Road, West Ealing, London W13 0UD.
Studio Two (retailers of wallcharts)
50 Alston Road, Barnet, Herts
Visual Publications (art)
195 Kensington High Street, London W15 6BR.
Frederick Warne and Co Ltd (environment, maps)
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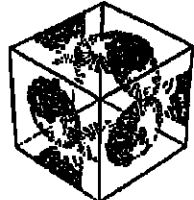
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read

to say to yourself, or out loud, reader reading

write

to form words or figures so that writing written they can be read

Rule one: no white elephants

Anne Risman on aids for teaching adult literacy students

That curious blend of pessimism and opportunism that gave birth to the Adult Literacy Campaign has produced a new breed of organiser who is fast learning the techniques of using anything and everything as a resource for adult literacy teaching.

A literacy organized could conveniently divide his literacy resources into three main sections: things to make, things to buy and things to adapt. Each has implications not only for requisitioning and storage, but also for training. While all tutors must make skilled use of available materials, the organizer must ensure that any extension of resources is done through consultation and feedback. We cannot afford, either economically or professionally too many white elephants in the cupboard.

First, things to make. No tutor can avoid having to create a great many items, principally because in the early stages of teaching, the functional needs of the student will be of paramount importance. Words and phrases from the students' background will be chosen as a start to building up his reading vocabulary and the language experience approach will complement and extend this.

Flash cards, sets of picture/card matching sequences, word wheels and word families, topic materials formed from magazines and mail order catalogues and a variety of homemade games are among the first things to be made. Some materials may conceivably be of use to only one student, but most group tutors find it convenient to have their own stock of equipment which can be made a good deal more cheaply than commercially produced items.

Some tutors are past masters at creating their own materials based on existing ideas. In fact no amount of commercially produced reading aids will obviate the need for home-made materials or prevent many creative teachers from producing their own tools of the trade. With this in mind, an organizer's first task might be to stock up on all the obvious essentials: white card, gum, scissors, transparent and suede Contact, felt tips, stiff polythene bags and a large box in which to collect all sorts of magazines and catalogues.

Second, things to buy. There is obviously a need for a plentiful supply of books at all stages. Most adults feel that reading a book is one sign that they are making progress at last. Many other articles have pointed out the difficulties of using school-based reading matter which, with its limited themes and its design intended for children, may be worlds away from the interests and needs of the adult student.

Buying books for a literacy scheme is by no means a simple matter. Print size and layout, the sitting and style of illustrations, as well as the basic issues of adult presentation and content are all of crucial importance. Nor is the critical issue of the literacy level of a book, its controlled vocabulary and general structure, any less important than it is for children. Since few organizers seem to feel that a child's graded reading scheme is helpful to adults, a phonics approach used alone is a suitable approach to the present materials used in schools disqualifies itself immediately. We still need a great many cheap, brightly presented graded adult students in the lower literacy levels. Not many are available at the moment and organizers often have to buy a whole series of, or two titles which will be really suitable. I like some of the surprise publications and the Hutchin-

son Spirals, a few of the titles in the Crown Street Kings and in the Solos series, but we will all order with much more confidence when more titles are available and when students have made their preferences known.

Servicing different groups with books can be an expensive business and most schemes are grateful for the efforts being made by the library service, despite their recent financial cuts. In some areas dynamic county library services not only help with tutor loans but also support schemes in tracking down materials and mounting book displays. In rural areas the mobile library and the provision of study materials may be an important factor in the survival of many schemes.

One resource which is eminently suitable for adults is the tabloid newspaper. It is cheap, topical, portable, and you could read it on a bus. There have been many innovations, from local scheme newsletters to larger publishing ventures such as the BBC's *Write First Time*, a newspaper made up entirely of contributions from students, and *Star*, a simply written topical newspaper produced by Nottinghamshire authority, and hailed as a pioneer.

Although many students move on to reading the simpler daily newspapers, the provision of sections deliberately written to a simpler level would prove a welcome experiment. The idea of a student voice is attractive, too, and publications of student work such as Esther Gordon's pamphlet *We Made a Go of It*, and Cambridge House's *Father's Cap* may prove a stimulus to further publications of this type. The really difficult decisions are in the area of mechanical teaching aids. How many organizers, wonder, have bought expensive audio-visual equipment only to find that it could not be transported.

Many of us find that the one realistic criterion for this category of resource is its weight and size. The Language Master, Syncofax Jumbo typewriter and video-cassette recorder can only be used in a scheme which has adequate central premises with teaching and storage space. Cassette recorders have many uses. They are useful for talking book programmes, for practicing phonic skills and recording student work. A kit, such as the one produced by Stott, can also be a life saver to a tutor starting a new group at short notice, and every tutor ought to have a stock of games. The Betty Root phonic sets and oldies such as Lexicon, Lotto, Scrabble, Kan-U-Go take their place with newer inventions such as Galt's Road Pairs. The latter is particularly useful as it can be adapted to several different levels.

There is an ample supply of workbooks and dictionaries because these seem to transfer more comfortably from school. Look at Freyberg's *First Spelling Dictionary* (Macmillan) and *Black's Writing Dictionary* (A and C Black) if you have not seen them already. For a tutor's own reading, there is a small stock of essential texts which will help with practical difficulties. Spelling difficulties crop up on us and few would hope to improve on Margaret Peters' *Diagnostic and Remedial Spelling Manual* as a helpful analysis of the problem. Section II in the *BBC Handbook* by Catherine Moorhouse, and Lee Pascal is an admirable compilation of practical tips which new and experienced tutors are using and Tom Macleod's *Volunteer Tutors* is still a compulsory text on most training courses.

A useful nucleus of materials can also be found in the ALRA resource pack for volunteer tutors. For those who organize tutors who

are spread over a wide area, a judicious purchase from a recorded short talks list available from the Centre for the Teaching of Reading at Reading University might prove a good buy for home study. Particularly recommended is Ruth Nichols' talk on left handedness.

The third main area of resource investigation would be to try to find things to adapt. It is surprisingly difficult to find materials for those whose reading has improved to semi-literacy level, once we go beyond the traditional areas of fiction and poetry and autobiography. Topic booklets such as Penguin Connections seem juvenile and the level and amount of information presented often nowhere near reflects the capabilities of the student. One way out of the dilemma is to try to adapt a wide range of materials by cutting out pictures on topical news events and rewriting or "gapping" the text, by collecting railway timetables, recipes, price leaflets, travel brochures, telephone directories, do-it-yourself instructions, road safety leaflets, etc.

From all the evidence it would seem that adults need to acquire a host of different skills in order to interpret the different ways in which information is presented. Try some of the consumer tables from *Which?* or take to pieces that excellent volume *Home Handyman in Pictures*. Many students will be able to create their own text with the tutor's help. We are still at the beginning of our attempts to assess how effectively adults adapt their reading behaviour to the special demands of certain situations and are able and inclined to learn as a direct result of it. It may be that the Schools Council Effective Use of Reading project may offer some valuable pointers in this direction.

We need to know to what extent readability measures are an effective tool in teaching. Meanwhile tutors have to acquire the skills of adaptation, of rewriting texts to various levels, or recording articles and selective passages on tape, of collating information in an acceptable manner and of firmly rejecting anything that is too obviously intended for children. For those who have converted from child to adult teaching, these skills are not always easily acquired and may have to be stimulated by training. At the beginning of this article I said that choosing resources was only part of the problem. If the recent White Paper predictions on expenditure are anything to go by, then a shrinking budget for resources is all there is to look forward to. It is therefore necessary that adult literacy resources, often scattered over a wide area, are catalogued, stored and shared with maximum efficiency. We can learn from our remedial services colleagues here and adopt gradings and colour codings. There is also a useful section on the organization of resources in the new *BAS Organizers Pack* and most teachers, unless not already used for the purpose, will be willing to give advice on conserving reading resources and on inexpensive reprographic techniques.

Finally, the ultimate and most essential resource, skilled people. At its outset, the Adult Literacy Resource Agency, under the director William Devereux, aimed to stimulate activity in adult literacy by identifying and extending a network of skilled resource people at the grass roots. And that brings me back to the proposition that it is no use having a cupboard full of resources if the staff have not the inclination or the skill to use them.

Top of the page: an extract from Black's Writing Dictionary.

Small beginnings

Dan Douglas on microfilm

In the past five years books have been one of the major victims of inflation. In any educational institutions where large numbers of students or pupils need the same book at the same time, the cost is now almost prohibitive. In the absence of additional funds to meet rising costs, other solutions must be found.

Microfilm had long been accepted for the reproduction of backruns of newspapers and archival documents, but now it is being seen more and more as a way of providing information in libraries, resource centres and classrooms. One of the main drawbacks has been the prohibitive cost, particularly to schools, of cumbersome micro-readers, but with miniaturized portable microfiche readers coming on to the market at about £40, educational technology may soon revolutionize the existing form of book libraries.

Apart from the capital outlay for the microfiche reader, the cost of photographically reproducing the ideal number of copies in microfiche form is minimal compared with purchasing several volumes of the same book. Using microfiche it is possible to shrink printed material to 1/100th of its present size and make it perfectly easy to read. The amount of space required for microfiche and microfiche is therefore very small: the average school library now taking up costly buildings could probably be housed in one large cupboard.

These innovations, if accepted, will transform our libraries from paper to microbook within the next decade. Some librarians and teachers will resist, however, any attempt to destroy or replace the written form in which material has been presented, defending their attitudes usually on the grounds that the paperbook is aesthetically worth saving; that children should be able to handle and fondle beautiful paper books no matter how much they may cost. Economic pressures will probably hasten the advent of



George Davies with the micro-spectacles he has invented.

the microbook. Some schools are already experimenting with microfiche libraries and the Council for Educational Technology are doing research into them.

In addition, educational technologists are inventing even more miniaturized and inexpensive equipment. The most revolutionary to come on the market to date must be a miniature version of even the smallest conventional micro-reader, a pair of micro-spectacles. The invention of two people who have been engaged in research for the American Council for Library-Resources, George Davies and Hilda Wertheimer, this device consists simply of a light metal frame weighing only an ounce or two and incorporating a platform to hold the tiny "book" and a pair of wide-coverage magnifying lenses. The binocular lenses are adjustable to the user's vision, and are moved across the page by turning the head as naturally as if one were reading a conventional book or newspaper.

Mr Davies and his co-workers have now improved the spectacle so that the written form will be viewed in 3D. This is done by printing two images of each page, one for each eye, giving the illusion of three dimensional pictures and illustrations. It is also possible to give an illusion of weight and thickness. Although the book is reduced to one hundredth of its original size, viewed through

these spectacles it has the appearance of having the weight and thickness of the original. The cost might be so small that children in primary schools could be given a pair on the day they enter the reception class.

Innovations like this will not mean the disappearance of the book and of reading. But as publishing costs continue to soar it will be better to provide children with information, albeit in micro-form, than to deny them access to materials in conventional forms which the school can no longer afford.

However, educationists will have to consider the implications of such a transition. Educational publishers have been slow to realize the potential of microfilm and microfiche and must give serious consideration to supplying the materials to complement the equipment which the educational technologists have already provided.

When in July 1976 Caxton harassed a crude means of technology to produce a form of receiving information that was to last for five hundred years he revolutionized the presentation of the written word. I am sure that five centuries ago there were critics crying: "It will never take the place of the illuminated manuscript." How wrong they were. And will be again!

Scissors, paste and stop-watch timing

Adrian Hope reviews a report on the editing of videotape

Videotape is notoriously difficult and expensive to edit. Film can be held up to the light, cut with scissors and joined with cement, videotape must be run through a play-back machine. Its content must be viewed on a monitor and then edited by the cross-dubbing of selected sections on to a blank tape which is running on another machine in the "record" mode. The instants at which the dubs are made must be precisely controlled, with complex electronic circuitry to maintain a steady, undisturbed flow of sync pulses from shot to shot. If the sync pulse flow is disturbed, the picture on the screen will break up and disappear for a matter of seconds after each edit.

Manual video editing requires stop-watch timing and careful concentration, as the two spools of tape (one containing the shots to be dubbed and the other blank, to receive them) are run together backwards and forwards. A maximum of six edits an hour is possible in this way. With automatic systems, which run the two tapes backwards and forward together in locked sync, an edit can be made in as little as 30 seconds. But an automatic system is expensive (the cheapest basic cost is several thousand pounds) and in consequence many amateur community groups are edited manually and thus rather inadequately or not at all.

Almost by definition largely unedited videotape or film is immensely difficult to view for anyone but those immediately involved in its production. Think briefly about the last time you suffered a screening or somebody else's unedited home movies of baby on the lawn, and you will know what I mean.

Given the inescapable fact that video editing equipment is too expensive for all but the most well-funded video worker to own outright, the only answer is a central editing facility that can be hired by the hour. It is obviously with this in mind that the Greater London Arts Association recently funded a report on video editing. This report is now available free from GLAA, 25-31 Tavistock Place, London WC1H 9SF.

The report was compiled by Sue Hall and John Hopkins, who have been involved in video for many years. They now operate a number of video projects and services from 42 Theobalds Road, London WC1 (405 6862) which Camden Council provides on peppercorn rent. John Hopkins has been a familiar face on the independent video scene in this country since it first began (in many respects he helped to begin it), and he and Sue Hall came into the public eye two years ago, when a judge ruled that their video film of an arrest at North London could be shown in court.

The GLAA report details the high and low priorities of various editing facilities, and suggests short and long-term options open

to any authority willing to make money available for a video editing and resources centre. Opinions from throughout the country on the strength of practical use of inadequate equipment are brought together. The collated results should serve as a constructive reference for the future.

Continued overleaf

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Catching up with the art of film

Nigel Richardson suggests a scheme for a film education course

Twinned cinema and television are making an increasing number of films available, but while schools have always helped to develop critical judgment of novels and plays, the study of film has lagged behind. Students need to be shown that there are verdicts other than simply "good" or "bad". It is also useful to understand the speed with which film-making has developed from its simple beginnings only 80 years ago.

We should try to demonstrate how much a cinema audience takes for granted the effort and expertise that go into film production, the sophistication of modern methods and the debt which today's actors and technicians owe to the early pioneers. Techniques such as cutting and editing, trick photography and stunting should be fully explained.

The first year in the sixth form is an ideal time for a one-term film course. By this time many pupils are forming opinions about culture. One weekly double period for showing extracts linked by discussion and commentary, and a single period for showing a longer piece of film, is perhaps the ideal arrangement. This scheme provides both flexibility and a reasonable break from exam studies.

Essential equipment when planning such a course is the British Film Institute distribution catalogue, which contains lists of details of full-length films about the

cinema and study extracts from film and television material. The BFI also produces a series of excellent catalogues detailing the contents of each extract, a plot synopsis of the film from which it was taken, and which genre or theme it was chosen to represent.

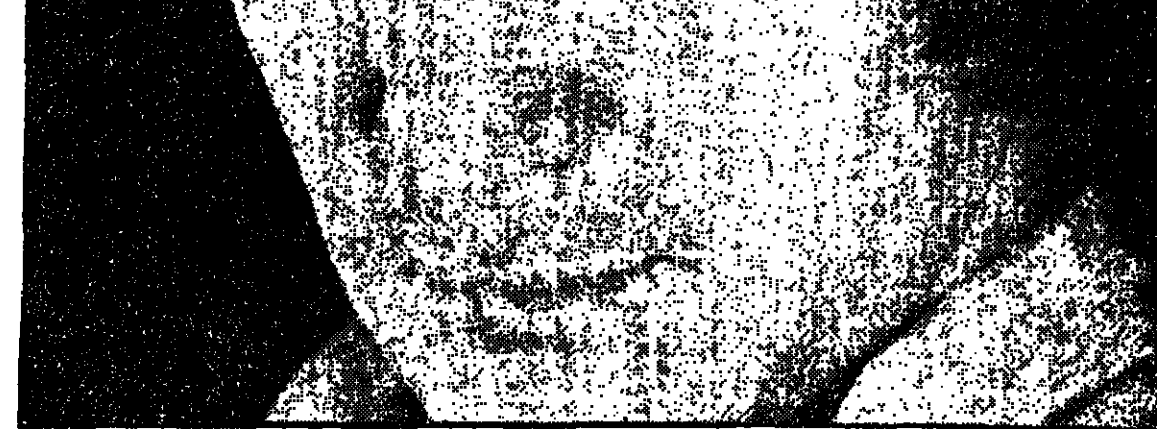
Useful books for commentary material include Kevin Brownlow's *The Parade's Gone By* (Unicorn) on the silent cinema, David Robinson's *World Cinema: A Short History* (Eyre Methuen) and Eric Rhodes' new study *A History of the Cinema: from its Origins to 1970* (Allen Lane). Leslie Halliwell's *The Film Goer's Companion* (Penguin) gives brief information about most films and directors.

In the double-period sessions it is probably best to adopt a broadly chronological approach giving each week a definite theme and working to a ratio of approximately 60 per cent viewing to 40 per cent comment. In week one the variety of cinema and television film can be demonstrated. A. Stoppa's extract showing a small, intimate situation with emphasis on close-up and facial expression can be contrasted with the paraphernalia of wide-screen epic. Both GSV's *Shot on Ice* about the chase between a car thief and Russian productions of the same years. Any film appreciation series should include the Odessa sequence from *Battleship Potemkin*, and the BFI also provides a good extract from *Ivan the Terrible*.

A clip from *Le Bonheur* is a good example of French romantic film in the 1960s, while 10 minutes from *Harold and Maude* provides useful material on image and the star system. Alternatively, the 25-minute *Film about Film* is an excellent introduction to both the leading directors and techniques which will be expounded in future weeks.

A week on the origins of the motion picture could begin with a selection of the Lumiere productions of 1895-96. The BFI's sound version has a helpful commentary and background music of the type played in the early picture houses. The film demonstrates the limitations imposed by heavy cameras and short strips of film. *Early Actualities*, 1899-1905 shows some early outside broadcasts, while *I Began in Brighton* is an interesting documentary about the pioneer film-makers who followed in the wake of the Lumiere brothers. *Early Trick Films*, showing reversed motion, inverted camera and other simple tricks, can round off a good programme.

The golden age of comedy is always popular. A week on this subject could begin with *The Fun Factory*, 25-minute introduction to Mack Sennett's comedies, such as Chaplin, Arbuckle and the Keystone Cops. *The Finishing Touch* or



From "The Clockwork Orange".

The Laurel and Hardy Murder Case are typical examples of Stan and Oliver at work. *Twenty Minutes of Heaven* or *The Fireman* represents Chaplin, and the 25-minute compilation of Buster Keaton's *The General* is a must for any course.

An interesting contrast can be made in the following week between this carefree American diet and Russian productions of the same years. Any film appreciation series should include the Odessa sequence from *Battleship Potemkin*, and the BFI also provides a good extract from *Ivan the Terrible*.

If the audience finds Eisenstein rather intense, light relief can be provided by a week on cinema monsters. Sixteen minutes from the climax of *King Kong* provide not only a demonstration of animation techniques, but also of how sympathy can be won for the feralish creature. Does one identify so strongly with either monster as the 1963 Japanese film *King Kong versus Godzilla*, which is a useful contrast? The extract from *The Birds* would fit in either here or in a special Hitchcock/horror week.

The BFI have some really superb clips from *Foreign Correspondent*, *Psycho*, *Torn Curtain*, *Blackmail* and *Frenzy*. These all show not merely how Hitchcock's work has progressed over 40 years but also every trick in the horror producer's book.

A week on the animated cartoon could include *Experiments in Film Making* which shows examples ranging from simple animation exercises to pop-art satire made at Horsey College of Art. The Rank catalogue offers Mickey Mouse, Tom and Jerry and other favourites. More serious conflict can follow: *The Guns of Navarone* is a typical war story, the extract from *Sergeant York* in which the hero launches a one-man attack on the German lines could provoke discussion about morals and realism in war films. Words

of a course is not cheap—the material mentioned above would cost around £150 at present hire and postal rates. But it could provide a valuable study in film appreciation. Essentially a winter activity, it may also stimulate some students to have a try at production when summer comes.

The British Film Institute, 81 Dean Street, London W1V 6AA. Guild House and Vision, Woodstock House, Dundee Road, Peterborough.

Film Distributors Associated (16mm) Ltd, Building No 9, GEC Estate, East Lane, Wembley, Middlesex. Rank Film Library, PO Box 70, Great West Road, Brentford, Middlesex.



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SECONDARY Mathematics continued from page 56

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HOLLY LODGE (City of Liverpool)

Assistant for Mathematics. Scale 5. Applications to the Headmaster, Holly Lodge, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

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SECONDARY
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continuedCAMBRIDGESHIRE
MIL. KING'S SCHOOL

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CHANNEL ISLANDS
JERSEY
JERSEY COLLEGE

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CORNWALL
EDUCATION COMMITTEE
EDUCATION COMMITTEE

Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Cornwall Schools' Sports Association. The school is situated in the village of Cornwall, near Cornwall. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Cornwall Schools' Sports Association. The school is situated in the village of Cornwall, near Cornwall. The headmaster is Mr. J. H. King.

CROYDON
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Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Croydon Schools' Sports Association. The school is situated in the village of Croydon, near Croydon. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Croydon Schools' Sports Association. The school is situated in the village of Croydon, near Croydon. The headmaster is Mr. J. H. King.

CUMBRIA
EDUCATION COMMITTEE
EDUCATION COMMITTEE

Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Cumbria Schools' Sports Association. The school is situated in the village of Cumbria, near Cumbria. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Cumbria Schools' Sports Association. The school is situated in the village of Cumbria, near Cumbria. The headmaster is Mr. J. H. King.

DERBYSHIRE
EDUCATION COMMITTEE
EDUCATION COMMITTEE

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ESSEX
EDUCATION COMMITTEE
EDUCATION COMMITTEE

Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Essex Schools' Sports Association. The school is situated in the village of Essex, near Essex. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Essex Schools' Sports Association. The school is situated in the village of Essex, near Essex. The headmaster is Mr. J. H. King.

GLoucestershire
EDUCATION COMMITTEE
EDUCATION COMMITTEE

Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Gloucestershire Schools' Sports Association. The school is situated in the village of Gloucestershire, near Gloucestershire. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Gloucestershire Schools' Sports Association. The school is situated in the village of Gloucestershire, near Gloucestershire. The headmaster is Mr. J. H. King.

Hampshire
EDUCATION COMMITTEE
EDUCATION COMMITTEE

Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Hampshire Schools' Sports Association. The school is situated in the village of Hampshire, near Hampshire. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Hampshire Schools' Sports Association. The school is situated in the village of Hampshire, near Hampshire. The headmaster is Mr. J. H. King.

HARROGATE
EDUCATION COMMITTEE
EDUCATION COMMITTEE

Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Harrogate Schools' Sports Association. The school is situated in the village of Harrogate, near Harrogate. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Harrogate Schools' Sports Association. The school is situated in the village of Harrogate, near Harrogate. The headmaster is Mr. J. H. King.

HILLINGDON
EDUCATION COMMITTEE
EDUCATION COMMITTEE

Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Hillingdon Schools' Sports Association. The school is situated in the village of Hillingdon, near Hillingdon. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Hillingdon Schools' Sports Association. The school is situated in the village of Hillingdon, near Hillingdon. The headmaster is Mr. J. H. King.

HUMBERSIDE
EDUCATION COMMITTEE
EDUCATION COMMITTEE

Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Humberside Schools' Sports Association. The school is situated in the village of Humberside, near Humberside. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Humberside Schools' Sports Association. The school is situated in the village of Humberside, near Humberside. The headmaster is Mr. J. H. King.

Huntingdon
EDUCATION COMMITTEE
EDUCATION COMMITTEE

Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Huntingdon Schools' Sports Association. The school is situated in the village of Huntingdon, near Huntingdon. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Huntingdon Schools' Sports Association. The school is situated in the village of Huntingdon, near Huntingdon. The headmaster is Mr. J. H. King.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:

(a) Duties to commence September, 1976.

(b) Application forms and details (S.A.E., Isoscap) from the Heads at the schools.

(c) Closing date 10th May, 1976.

Please quote reference 30/4 on correspondence.

Further Education

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LECTURER, Grade 1, to teach electrical installation subjects to both 'B' and 'C' courses and joint/line-man subjects for Distribution Apprentices in the Electricity supply industry. The ability to teach on a broad range of courses including electrical engineering, electronics, and electrical installation is an advantage. Applicants should possess electrical installations qualifications and preferably H.N.C. in Electrical and Electronic engineering together with industrial experience and teaching qualifications.

LECTURER, Grade 1, in professional cookery, to teach theory and practical cookery and pastry work to all full-time and day release class students taking C and G 705/706 courses. A minimum of 5 years' trade experience is required and teaching experience would be an advantage. Preference will be given to holders of the C and G 706 (3) advanced craft certificate and a further education teacher's certificate. The ability to teach hygiene to R.S.H. standard would be an advantage.

LECTURER, Grade 1, in English to teach mainly GCE 'O' level English language to courses throughout the college. An interest in English literature and Drama would be an advantage.

LECTURER, Grade 1, in English to teach mainly GCE 'O' level English and Communications. The ability to teach History to GCE 'O' level would be an advantage.

LECTURER, Grade 1, in General Studies to teach mainly students on part-time, day release and block release courses. The ability to assist with Remedial English groups would be an advantage.

LECTURER, Grade 1, in Hotel Accounting to teach Hotel book-keeping accounts and food costing to students taking ordinary National Diploma, Hotel Reception and City and Guilds full-time courses. Applicants must have a degree in Hotel administration and/or a professional accounting qualification. A minimum of three years' appropriate experience in a Hotel and Catering administrative post, or in management/accounting in the Hotel industry. The ability to teach some theory of Hotel reception would be an advantage. Salary scale £2,469-£4,377 p.a. Starting salary dependent upon qualification and experience. Application forms and details (S.A.E.) from the Clerk to the Governors, Somerset College of Arts and Technology, Wellington Road, Taunton. Closing date 7th May.

STRODE COLLEGE, STREET
STRODE THEATRE—MANAGER
Strode College is a new Tertiary College providing comprehensive education facilities for Mid-Somerset, including GCE 'A' level work in the area and a substantial range of Adult Education.
Applications are invited for the above, full-time post from men and women with drama training and, preferably, some training or experience in teaching. Duties to commence 1st September, 1976.
The successful applicant will become a member of the college teaching staff and will be in day-to-day charge of the professional stage and film theatre and act as consultant to various amateur companies to whom the theatre is let.
The Arts Centre, based on the 400-seat theatre, is affiliated to South West Arts from which, and from other bodies, financial support is received.
Salary: Lecturer, Grade 1, £2,469-£4,377 p.a., increased by £312 p.a. from 1st April, 1976.
Starting salary depends on age and experience.
Further particulars and application forms obtainable from the Principal, Strode College, Church Road, Street.

Street, Somerset BA18 0AB (large S.A.E.), to whom applications should be sent by 21st May.

YEOVIL COLLEGE, YEOVIL
LECTURER, GRADE 1, IN ENGLISH, to teach all levels from scholarship to work with day-release students. Application form and details (S.A.E.) from the Principal at the College.
Closing date 17th May.

CRISPIN COMPREHENSIVE, STREET
(11-16 mixed, 1,140)
Woman teacher to be HEAD OF PHYSICAL EDUCATION DEPARTMENT, scale 3. The department consists of six staff. Playing fields are adjacent to the school. HEAD OF HUMANITIES, scale 4. Applicants should be qualified also to take charge of the school's remedial department which is an important aspect of the appointment.

FRENCH and GERMAN, scale 1. Language Laboratory.
Apply to the Head at the school, giving full career details and names of two referees.

KINGSMEAD COMPREHENSIVE, WIVELISCOMBE, nr. TAUNTON
(11-16 mixed, 610)
HEAD OF HOME ECONOMICS DEPARTMENT, scale 2. To include some knowledge and experience of fabrics and needlecraft.

WHITSTONE COMPREHENSIVE, SHEPTON Mallet
HEAD OF REMEDIAL DEPARTMENT, scale 3. This is an important post in an expanding school.

WEST SOMERSET COMPREHENSIVE, MINEHEAD
(13-16 mixed, 1,087)
The school catchment area comprises Exmoor, the Brendon and Quantock Hills, as well as the coastal villages.

Qualified teacher of BIOLOGY, scale 1, to teach across the age and ability range. Much examination work, C.S.E., 'O' and 'A' level, is undertaken in the subject. In which the successful candidate must be involved.

BISHOP FOX'S GIRLS' GRAMMAR, TAUNTON
(11-16 mixed, 885)
CHEMISTRY Graduate, scale 2, to share the teaching in this subject to 'O' and 'A' level, both Nuffield and traditional syllabuses used. Well-equipped Laboratories and trained technicians.

HAYGROVE COMPREHENSIVE, BRIDGWATER
(11-16 mixed, 1,000, formed in 1973 by the amalgamation of two grammar and one modern school).
Assistant, scale 1, for HISTORY, up to and including 'O' level (1815-1939).

Assistant, scale 1, for HOME ECONOMICS and NEEDLEWORK.
Assistant, scale 1, or 2, for suitably qualified candidate, for GERMAN with some French.

CASTLE SECONDARY, TAUNTON
(Group 9, 11-16 mixed, 710 on roll)
Post for development as 11-16 comprehensive under consideration.

DEPUTY HEAD and/or SECOND MASTER/MISTRESS.
Applicants should be prepared to play a full part in the management and future development of the school as well as accepting major responsibilities for Boys or Girls discipline and welfare. The post of Second Master/Mistress will carry the full status and salary of a Group 9 Deputy Headship. Candidates for the post of Deputy Head should state whether or not they also wish to be considered for the post of Second Master/Mistress.
Apply by letter, including curriculum vitae and the names of two referees, direct to the Head at the school. Further information on both posts available (S.A.E.). Closing date 15th May, 1976.

CHILTON TRINITY COMPREHENSIVE, BRIDGWATER
(11-16 mixed, 1,030)
Teacher of ART, scale 1.
Three teachers, scale 1, each offering one or more of the following subjects: Mathematics, Science, English, Boys' P.E., R.E. and French.

PRESTON COMPREHENSIVE, YEOVIL
(11-16 mixed, 840)
Teacher, scale 1, for REMEDIAL DEPARTMENT.
Applicants must have been trained as Remedial Specialists or hold specialist remedial qualifications.

FROME COLLEGE (formerly Frome Grammar), FROME
(13-16 comprehensive, 1,240, 170 in sixth, and FE. College combined, on separate sites).
Experienced teacher of FRENCH to teach at all levels of ability up to 'A' level. Scale 2 for suitable applicant. Applicants must be prepared to assume responsibility within the Department.
Ability to offer a second language will be an advantage.
Experienced teacher of ENGLISH, scale 2 for suitable applicant, to teach at all levels of ability. Applicants must be prepared to accept some responsibility within the department and/or life of the College.
Graduate to teach CHEMISTRY at all levels. Scale 2 for suitable applicant. Applicants must be prepared to assume responsibility within the Department.
Nuffield Courses are followed at 'O' and 'A' level. Applications by letter to the Principal, giving full details and names of two referees as soon as possible. Further details on request.

SYDENHAM COMPREHENSIVE, BRIDGWATER
(11-16 mixed, 985)
Teacher of NEEDLECRAFT, Scale 1, to work in a team of four Needlecraft and Home Economics Teachers in well equipped rooms. Applicants will be expected to teach to C.S.E. level and be able to develop their own ideas. An interest in Home Economics will be an advantage. A flair for creative needlework especially desirable. Applications by letter to the Head in the first instance.

BLAKE COMPREHENSIVE, BRIDGWATER
(11-16 mixed, 830)
There will be vacancies, all Scale 1, in September, for teachers in the undermentioned subjects. Applicants should write to the Head giving full details of education professional training and subjects offered, together with the names of two referees.

COMBINED SCIENCE, 1st and 2nd years, and General Science up to C.S.E. level. An ability to teach some mathematics would be an additional recommendation.
MATHEMATICS, throughout the school up to C.S.E. and 'O' level.
MATHEMATICS, with a special interest in devoting a proportion of the time-able to teaching some of the less able pupils in smaller groups.
FRENCH, up to C.S.E. and 'O' level, with an emphasis on oral work. An audio-visual course is in use.
ENGLISH, throughout the school up to C.S.E. or 'O' level. Opportunities for taking classes for Drama could be made available.
To assist with the REMEDIAL TEAM, to teach English with small groups and work with pupils extracted from English Classes on special reading skills.

To join the DESIGN DEPARTMENT TEAM to teach Home Economics. An interest in recommendation of Needlecraft and Fabrics is desirable so that the teacher can play a full part in the 1st year mixed integrated design course.

LADYMERE SECONDARY, TAUNTON
(F.E. mixed, 700)
Plans for re-organisation as 11-16 comprehensive being considered.

Required for September, 1976, SECOND MISTRESS, Second Deputy—Group 9. The successful candidate will join the Senior Staff team in the overall running of the school and its development as an 11-16 Comprehensive. She will have special responsibility for Girls' Welfare, the Pastoral Care Organisation in addition to her academic and administrative duties. This rapidly growing school has close and active links with the community and an ability to develop this field is an essential requirement of the post.
Teacher for GIRLS' PHYSICAL EDUCATION, Scale 1, throughout the school. A special interest in team games and gymnastics is essential.
Experienced TEACHER OF ART to teach throughout the school to 'O' Level and C.S.E. Scale 1. New specialist rooms include Pottery and Sculpture with opportunity to work in an integrated creative skills faculty.

HEAD OF REMEDIAL LEARNING DEPARTMENT to teach principally in the lower school with opportunities to teach own specialist subject. Scale 2 available for suitably qualified applicants. Applicants with suitable experience in Junior Schools will be considered.

HUIBIS EPISCOPI COMPREHENSIVE, LANGPORT
(11-16 mixed, 1,000)
Teacher in charge of BIOLOGY, Scale 2. 'O' level and C.S.E. courses; combined science course in years 1 and 2.
Application by letter to the Head at the School, with full details of qualifications, experience and names of two referees.
Closing date 17th May.

SOMERSET
Science
continued

KEYNOR, BRISTOL BLACKALL
EDUCATION COMMITTEE
EDUCATION COMMITTEE
Applications for September, 1976, for the following subjects: Biology, Chemistry, Physics, and Mathematics. The school is a day school for boys, aged 11 to 18. It is a member of the Somerset Schools' Sports Association. The school is situated in the village of Somerset, near Somerset. The headmaster is Mr. J. H. King. The school is a day school for boys, aged 11 to 18. It is a member of the Somerset Schools' Sports Association. The school is situated in the village of Somerset, near Somerset. The headmaster is Mr. J. H. King.

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Science
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Somerset

Middle Schools

MINEHEAD MIDDLE, MINEHEAD

(9-13 mixed, 615)
Middle School trained or experienced, Home Economics and Needlework Teacher, Scale 1, as member of a well-established and active Craft team. Applications by letter to the Head at the school, with curriculum vitae and names of two referees.

Primary Headships

PITMINSTER COUNTY PRIMARY, NR. TAUNTON

(Group 2) (66)
HEAD
WEDMORE COUNTY FIRST, WEDMORE

(Group 4) (105)
HEAD
Application form and details (S.A.E.) from Staffing (T). Section, Education Department, County Hall, Taunton, TA1 4DY.

Primary Deputy Headships

VALLIS COUNTY FIRST, FROME

(833)
(5-9 age range)
DEPUTY HEAD for this Group 5 re-modelled school.

WINCANTON COUNTY PRIMARY, WINCANTON

(340)
DEPUTY HEAD for this Group 5 school.

SOMERSET BRIDGE COUNTY PRIMARY, BRIDGWATER

(98)
DEPUTY HEAD for this Group 3 school. Closing date 10th May, 1976.

Primary

MERRIOTT COUNTY FIRST, MERRIOTT

(115+)
Teacher, Scale 1, An interest in language development an advantage. Please give details of special interests and abilities.

MILVERTON COUNTY PRIMARY, NR. TAUNTON

(168)
Teacher, Scale 1, for reception class.

BARWICK COUNTY PRIMARY, NR. YEOVIL

(97)
Teacher, Scale 1, temporary post for one year. State interests.

COUNTY INFANTS, BURNHAM-ON-SEA

(192)
Teacher, Scale 2, with responsibility for top Infant year and liaison with Junior School. Music essential.

OAKHILL C.E. V.C. PRIMARY, NR. BATH BA3 5AQ

(112)
Infant teacher, Scale 1.

ST. MARY'S C.E. V.C. PRIMARY, BRIDGWATER

(350)
Teacher, Scale 2, to advise and support colleagues in Language Development. Closing date 17th May.

HOLWAY COUNTY PRIMARY, TAUNTON

(300)
Teacher, Scale 1, with Infant experience.

WOOKY HOLE COUNTY PRIMARY, NR. WELLS

(120)
Experienced teacher, Scale 1, for lower Infants. Music an advantage.

FRIARN COUNTY JUNIOR, BRIDGWATER

(240)
Teacher, Scale 1, for lower Juniors. Temporary post. Social Priority Allowance.

HAMP COUNTY INFANTS, BRIDGWATER

(230)
Teacher, Scale 1, for Infants.

BISHOP HENDERSON C.E. V.A. PRIMARY, TAUNTON

(235)
New semi-open-plan school.
Infant Teacher, Scale 1. Parallel group of 1st/2nd year Infants. Good understanding of teaching basic skills essential.

Junior Teacher, Scale 1. Parallel group of lower Juniors; able to help with boys' activities necessary. Applicants should be practising members of the Church of England.

MILVERTON COUNTY PRIMARY, NR. TAUNTON

(168)
Teacher, Scale 1, for reception class.

BARWICK COUNTY PRIMARY, NR. YEOVIL

(97)
Teacher, Scale 1, temporary post for one year. State interests.

COUNTY INFANTS, BURNHAM-ON-SEA

(192)
Teacher, Scale 2, with responsibility for top Infant year and liaison with Junior School. Music essential.

OAKHILL C.E. V.C. PRIMARY, NR. BATH BA3 5AQ

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Infant Teacher, Scale 1. Parallel group of 1st/2nd year Infants. Good understanding of teaching basic skills essential.

Junior Teacher, Scale 1. Parallel group of lower Juniors; able to help with boys' activities necessary. Applicants should be practising members of the Church of England.

FRENCH
Bishop Gore Senior

Comprehensive (Mixed) (1,800)

John Beale, Director of Education Department, Pri
Swansea

8 House, Princess Way,

other sciences to junior forms. candidates' willian to help with games, especially girls' games would be particularly welcome.

to teach some interest
and two and an interest
grated courses and fieldwork
be an added recommendation;
Form experience desirable.

of application (stamped
envelope) available from

Year Boys and Girls School is situated adjacent to
of the MS.
of application immediately

for assistance with removal
costs including legal fees, etc.,
and lodging allowances.

entry of five forms, required for September,

1976.

...and the

Mid Glamorgan COUNTY COUNCIL

LECTURER/TEACHING STAFF

CYNON VALLEY DISTRICT

COMPREHENSIVE SCHOOL:

MOUNTAIN AFB:
(SOCIAL PRIORITY ALLOWANCE PAYABLE, EXCEPT WHERE OTHERWISE STATED)

1. Teacher qualified to teach COMMERCIAL SUBJECTS. Ability to teach Speedwriting an advantage. Scale 1.
 2. Qualified teacher who has successfully pursued a one-year course in the Teaching of Handicapped Children OR an experienced, qualified teacher with an interest in handicapped children, to assist in the REMEDIAL DEPARTMENT in the Lower School. Scale 1. TEMPORARY post for one year.
- Special class allowance of £351 payable (but not the Social Priority Allowance) and, where appropriate, a merit award will also be payable.

SECONDARY SCHOOLS

RHYDYWAUN, Aberdare:
Qualified teacher who has successfully pursued a one-year course in the Teaching of Handicapped Children OR an experienced, qualified teacher with an interest in handicapped children, to assist in the REMEDIAL DEPARTMENT. Scale 1. TEMPORARY post for one year. Special class allowance of £351 payable and, where appropriate, a merit award will also be payable.

ST. JOHN BAPTIST C. in W. Glamorgan, Aberdare:

1. Graduate in either HISTORY or GEOGRAPHY, to teach one of these subjects as a main subject to C.S.E. and 'O' levels. Scale 2 post for an experienced teacher but applications will be considered from new entrants for a Scale 1 post.
 2. Graduate in MATHEMATICS to teach the subject to C.S.E. and 'O' levels. Scale 2 post for an experienced teacher but applications will be considered from new entrants for a Scale 1 post.
- Preference will be given to practising communicant members of the Anglican Church.
- For any further information please contact the Headmaster at Aberdare 6414.

SUPPLY TEACHING

Experienced qualified teacher required for permanent supply teaching, to take the place of teachers absent for sickness training or other causes. Travelling expenses are payable. Scale 1 post initially, but Scale 2 after completion of two years' service in such a post.

INSTRUMENTAL MUSIC

Teacher of Instrumental Music required for Primary and Secondary Schools in the District.

Applicants must be qualified teachers with at least Grade VII of the Royal Schools Music in the playing of the Violin or Viola. Scale 2 post.

SPECIAL EDUCATION

Peripatetic Remedial Teacher.
Qualified teacher who has successfully pursued a one-year course in the Teaching of Handicapped Children OR an experienced, qualified teacher with an interest in handicapped children. Scale 1. TEMPORARY post for one year.

Special class allowance of £351 payable and, where appropriate, a merit award will also be payable.

Application forms, to be returned by 12th May, 1978, obtainable on receipt of a stamped addressed foolscap envelope, from District Education Officer, District Education Office, Old Boys' Grammar School, Aberdare.

MERTHYR DISTRICT

COMPREHENSIVE SCHOOLS

AFON TAF, Trowdyrhyl, Merthyr Tydfil:
Graduate or teacher qualified to teach MATHEMATICS to pupils throughout the age and ability range. Scale 2 post.

BISHOP HEDLEY R.C., Merthyr Tydfil:
Teacher qualified to teach PHYSICS, to share the teaching of the subject, with possibility of 'A' level work for a suitably qualified applicant. Some General Science work included. Scale 1.

GYFARTHFA, Merthyr Tydfil:
(SOCIAL PRIORITY ALLOWANCE PAYABLE)
Experienced Honorary Graduate in MATHEMATICS, to organise the teaching of the subject throughout the school. Scale 4 post.

PEN-Y-DRE, Merthyr Tydfil:
(SOCIAL PRIORITY ALLOWANCE PAYABLE)
Teacher qualified to teach SECRETARIAL SKILLS and OFFICE PRACTICE. Scale 1.

VAYNOR AND PENDERYNN, Cefn Coed, Merthyr Tydfil:
Qualified teacher who has successfully pursued a one-year course in the teaching of handicapped pupils. Applications from experienced, qualified teachers, without the one-year course will be considered for a temporary appointment, but such a teacher may not be employed for more than one year unless he/she undertakes to attend such a course. Scale 1.

Special Class Allowance of £351 and, where appropriate, merit award will be payable.

PRIMARY SCHOOL:

YSGOL GYNRADD GYMHAEG, Merthyr Tydfil:
Experienced teacher qualified to teach BOYS' GAMES and to be responsible for MATHEMATICS and SCIENCE and to be responsible for STUDIES, Scale 2 post.

Applicants must be able to speak Welsh fluently and write the language correctly.

Application forms, to be returned by 12th May, 1978, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Pontmorale, Merthyr Tydfil.

RHONDDA DISTRICT

COLLEGE OF FURTHER EDUCATION

RHONDDA:
Lecturer, Grade 1, to teach ENGLISH and GENERAL STUDIES and to assist in the teaching of Sociology and Government. Applicants should be trained graduates. Experience of teaching in a College of Further Education desirable.

This is a full-time TEMPORARY appointment for one year.

Salary: £2,488 x £128(8) x £144(8) £4,377, plus the 1978 salary award of £312 per annum.

Application forms, to be returned by 12th May, 1978, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Crawshaw Street, Ton Pentre, Rhondda.

RHYMEY VALLEY DISTRICT

COMPREHENSIVE SCHOOLS

HEOLDDU, Bargoed:
(SOCIAL PRIORITY ALLOWANCE PAYABLE)
Three graduates qualified to teach in the following subject combinations:—

- (1) English and Welsh.
- (2) Physics and Mathematics.
- (3) French and German.

Ability and willingness to assist with Games or Physical Education generally, will be a recommendation in each case. Scale 1 posts.

Application forms, to be returned by 12th May, 1978, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Council Offices, Ystrad Mynach, Hengoed.

TAFF ELY DISTRICT

COMPREHENSIVE SCHOOLS

HAWTHORN, Pontypridd:
Man Teacher qualified to teach PHYSICAL EDUCATION (Boys). The successful applicant will also be required to teach Religious Education in the Middle School. Scale 1.

TONYREFAIL:
(SOCIAL PRIORITY ALLOWANCE PAYABLE, EXCEPT WHERE OTHERWISE STATED)

1. Graduate or teacher qualified to teach ENGLISH and some FRENCH. The successful applicant will teach English mainly in the Lower School to pupils of 11-13 years of age and will assist in the teaching of French to the same age group. Scale 1.
2. Graduate or teacher qualified to assist in the teaching of at least two of the following subjects: Geography, Mathematics, General Science. Scale 1.
3. Graduate (preferably Honours) in FRENCH, to teach the subject throughout the school to C.S.E. and 'O' levels and with some Sixth-Form work. The school has a language laboratory and experience in its use would be an advantage. Scale 2 post, for an experienced teacher, but applications will be considered from new entrants for a Scale 1 post.
4. Qualified teacher who has successfully pursued a one-year course in the Teaching of Handicapped Children OR an experienced, qualified teacher, with an interest in handicapped children, to assist in the Remedial Department. Scale 1.

Application forms, to be returned by 12th May, 1978, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Tylica Road, Pontypridd.

COMPREHENSIVE SCHOOL

YSGOL GYFYN RHYDFELLEN, nr. Pontypridd:

1. Woman teacher qualified to teach PHYSICAL EDUCATION (Girls). Scale 1.
2. Graduate in MATHEMATICS and PHYSICS, to teach both subjects throughout the school. Opportunity to teach Physics to 'A' level for a candidate with suitable qualifications, in which case a Scale 2 post would be offered.

Applicants must be able to speak Welsh fluently and write the language correctly.

Application forms, to be returned by 12th May, 1978, obtainable on receipt of a stamped, addressed, foolscap envelope, from the Director of Education, County Hall, Cathays Park, Cardiff.

J. L. BRACE,
Director of Education

SECONDARY Technical Studies continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ST. SIMON STOCK N.C. SCHOOL
Maidstone
Applications for 1978-79, TEACHERS, to be returned by 12th May, 1978, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Maidstone, Kent.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH CHINA AREA
NORTH CHINA SCHOOL
Barnesley
Applications for 1978-79, TEACHERS, to be returned by 12th May, 1978, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Barnesley, Staffordshire.

SUFFOLK
COUNTY COUNCIL
NATION HEALTH SECONDARY
SCHOOL
Applications for 1978-79, TEACHERS, to be returned by 12th May, 1978, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Crawshaw Street, Ton Pentre, Rhondda.

AVON COUNTY
GORDON SCHOOL
Applications for 1978-79, TEACHERS, to be returned by 12th May, 1978, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Crawshaw Street, Ton Pentre, Rhondda.

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London Borough of RICHMOND UPON THAMES TEDDINGTON SCHOOL

(11-16 Comprehensive, 800 Boys)
Broom Road, Teddington TW11 9PJ
Applications are invited for the following Scale 1 posts, all effective from 1st September. Vacancies arise from growth of school. Outer London Allowance of £267 payable. School pleasantly sited, with good facilities. Assistance with games an advantage.

- (1) English
 - (2) Drama (preferably with English or Design)
 - (3) Science (Combined, preferably with Chemistry)
 - (4) Metalwork and Technical Drawing
 - (5) Woodwork and Technical Drawing
 - (6) Mathematics (preferably with Science)
 - (7) Technical Drawing and Science or Mathematics
 - (8) English (preferably with Humanities and/or Remedial)
- Forms from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the School as soon as possible.

Educational Appointments

Posts are for September 1976

DEARNESIDE SCHOOL, Goldthorpe, Rotherham

Headteacher: L. Dickinson, B.A.

This is a developing mixed school of 1,060 pupils, 11-16 years, taking its fourth fully comprehensive intake in September, 1976.

Year Tutors (Scale 3)

For first, second and fourth years. Teaching subjects less important than real concern for pupils' welfare, although vacancies for additional experienced Teachers of English, Maths and other subjects will exist in September.

Head of Modern Languages (Scale 3)

French or German specialist required to take charge of existing work in French and French studies to C.S.E. and 'O' level and to continue development of German.

Geography (Scale 3)

Specialist to be responsible for coordination and development of subject within Humanities department.

Religious Education (Scale 3)

Specialist to be responsible for coordination and development of the subject within the Humanities department.

Woodwork (Scale 1)

Enthusiastic teacher required to work in Design-based Creative Studies department catering for both boys and girls.

Home Economics (Scale 1)

Enthusiastic teacher required to teach Homecraft to boys and girls of all academic levels. Ability to teach some Needlecraft desirable.

Application forms and further details obtainable from and returnable to the Headmaster, as soon as possible (s.a.e., please).

DARTON HIGH SCHOOL,

Churchfield Lane, Kexborough, Barnsley

Headteacher: H. Crowther

First Deputy Headteacher (Group 12)

Application forms and further details obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 10th May (s.a.e., please).

HALL, BALK SCHOOL,

Huddersfield Road, Barnsley

Headmistress: Miss E. Dawson

Head of Biology Department (Scale 3)

To organise and teach the subject throughout the school to 'O' and 'A' levels.

The person appointed will be expected to co-operate with the Heads of Physics and Chemistry, the school, a former single-sex girls' school (Grammar), will take its fourth comprehensive intake in September, 1976.

Applying by letter to the Headmistress, at the school, giving full curriculum vitae and naming two referees as soon as possible.

BARNESLEY
Metropolitan Borough

SECONDARY

Scale 4 HEAD OF HUMANITIES FACULTY

Tydeley Fred Longworth High School
Tydeley
1,000 pupils, mixed comprehensive
Well qualified and experienced teacher to co-ordinate the work of the Faculty. Required for Autumn Term.
Application forms and further particulars available from and returnable to the Head Teacher (Mrs. M. M. King) by 7th May.

TEACHERS

- Scale 1 posts for:
1. RELIGIOUS EDUCATION & HISTORY
 2. PHYSICS
 3. ART/NEEDLEWORK
 4. GERMAN WITH FRENCH
 5. P.E. (MAN)
 6. P.E. (WOMAN)
 7. 2 MATHS POSTS
 8. 2 ENGLISH POSTS
 9. CRAFT WITH TECHNICAL DRAWING
 10. HOME ECONOMICS

Leigh Westfield High School
Westfield Lane, Leigh
(Re-organised 1976-Comprehensive)
Required for 23rd August, 1978. Application forms available from and returnable to the Head Teacher by 12th May.

Metropolitan Borough of WIGAN

County of Cleveland

SECONDARY SCHOOLS

SENIOR MISTRESS

ST. THOMAS' RC SCHOOL, Highfield Road, Middlesbrough, Cleveland TS4 8QW. (Tel. Middlesbrough 48761).

Required for September, 1978, a teacher for the post of SENIOR MISTRESS. The successful candidate will share in the general administration of the school and will have particular responsibility for the welfare and discipline of the girls.

SCALE 4-MODERN LANGUAGES

LANGBAURGH SCHOOL, Ormsby Road, Middlesbrough, Cleveland TS3 8RD. (Tel. Middlesbrough 34619).

Required for September, 1978, a teacher to be responsible for the MODERN LANGUAGES DEPARTMENT, SCALE 4 post, to continue the development of courses in French and Spanish for examination and non-examination pupils. Candidates should be interested in the broader aspects of language teaching and in the development of the language laboratory and other resources are available within the school. This is an 11-16 Comprehensive School.

SCALE 4-MODERN LANGUAGES

WESTFIELD SCHOOL, Kirkstatham Lane, Redcar, Cleveland. (Tel. Redcar 72311).

Required for September, 1978, a teacher to be responsible for MODERN LANGUAGES, SCALE 4 post. There are established examination courses in both French and Spanish. An interest in the development of European languages is essential. The school has a language laboratory and other resources are available within the school. This is an 11-16 Comprehensive School of 900 pupils.

SCALE 4-SCIENCE

SACRED HEART RC SCHOOL, Darwent Road, Redcar, Cleveland, TS11 1BT. (Tel. Redcar 72321).

Required for September, 1978, a teacher to be responsible for the teaching of SCIENCE throughout the school. SCALE 4 post. There are Science courses to 'O' level and C.S.E. This is an 11-16, RC mixed Comprehensive School of 900 pupils.

SCALE 3-ECONOMICS

ACKLAM SIXTH FORM COLLEGE, Acklam, Middlesbrough, Cleveland TS6 7DT. (Tel. Middlesbrough 48479).

Required for September, 1978, a teacher to be responsible for the teaching of ECONOMICS SCALE 3 post, to take over a flourishing Department in this mixed open entry Sixth Form College. Further details are obtainable from the Principal at the address above.

SCALE 3-MUSIC

MARTON SIXTH FORM COLLEGE, Marton Road, Middlesbrough, Cleveland TS4 8RZ. (Tel. Middlesbrough 48500-1).

Required for September, 1978, a teacher SCALE 3 post, to be responsible for the organisation of the teaching of MUSIC in this open entry Sixth Form College. Ability to offer a subsidiary teaching subject an advantage. Further details may be obtained from the Principal.

SCALE 3-PHYSICAL EDUCATION

HUTTEN SCHOOL, Hall Drive, Acklam, Middlesbrough, Cleveland TS7 7JY. (Tel. Middlesbrough 58801).

Required for September, 1978, a suitably qualified and experienced teacher to be responsible for PHYSICAL EDUCATION, SCALE 3 post, in this 11-16 Comprehensive School of 1,040 pupils.

SCALE 3-SOCIAL STUDIES

ST. THOMAS' RC SCHOOL, Highfield Road, Middlesbrough, Cleveland TS4 8QW. (Tel. Middlesbrough 48761).

Required for September, 1978, a teacher to be responsible for SOCIAL STUDIES, SCALE 3 post, in addition to C.S.E. Courses Modes 1 and 2 and a growing emphasis on 'O' level in History and Geography, there is a well-developed Course in Environmental Studies.

SCALE 2-ENGLISH

BALTSAR SCHOOL, Corporation Road, Redcar, Cleveland. (Tel. Redcar 4897).

Required for September, 1978, a teacher, SCALE 2 post, to assist in the English Department of this newly established Comprehensive 11-16 School, and capable of teaching up to 'O' level.

SCALE 2-REMEDIAL

SACRED HEART RC SCHOOL, Darwent Road, Redcar, Cleveland TS11 1BT. (Tel. Redcar 72321).

Required for September, 1978, a teacher to be responsible for REMEDIAL teaching throughout the school and, in particular, for special remedial groups in Years 1 and 2.

LONDON BOROUGH OF BEXLEY HILL VIEW SCHOOL Hill View Drive, Welling, Kent (Group 9; Eventual Roll 600+)

We are seeking to appoint the following Heads of Department for this new 11-16+ non-selective School, opening in September 1976 with first, second and third year pupils:

SCALE 4 POSTS

ENGLISH

Initially including responsibility for the Library and Drama.

MATHEMATICS

For Science an interest in Environmental Studies is welcomed.

SCALE 3 POSTS

EUROPEAN STUDIES/FRENCH

LANGUAGE

REMEDIAL

HOME ECONOMICS

The Departmental Head will be in charge of both Cookery and Needlework/Dress aspects of the Department.

The Department Heads will be required to develop courses within their own Departments and, working together with Senior staff, develop inter-disciplinary courses throughout the school.

The appointments will be from 1st September, 1976. L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Application forms obtainable from Chief Education Officer for Schools (T.7), Town Hall, Crawford, Kent, to whom they should be returned immediately.

SCALE 2-BIOLOGY/GENERAL SCIENCE

THE DENE SCHOOL, Baydale Road, Thornaby, Cleveland TS17 8DF. (Tel. Stockton 6141/2/3).

Required for September, 1978, a teacher for BIOLOGY/GENERAL SCIENCE, SCALE 2 post. The teacher appointed will be Second in the Department. An interest in developing new courses (including fieldwork) is essential. The Department offers courses leading to C.S.E. (Modes 1 and 2) and G.C.E. 'O' level.

Financial assistance with household removal expenses is available in approved cases. Applications may be made by letter or on application form obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information on education, training, qualifications and experience, together with names and addresses of three referees. Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

SCALE 1-ENGLISH

BRUNNER SCHOOL, Marsh House Avenue, Middlesbrough, Cleveland TS20 3SH. (Tel. Stockton 62047).

Required for September, 1978, a well qualified teacher of ENGLISH, for this 1,000-strong, 11-16 Comprehensive School. Ability to teach to 'O' level is essential.

SCALE 1-ENVIRONMENTAL STUDIES

ST. MICHAEL'S RC SCHOOL, Bessing Road, Middlesbrough, Cleveland TS20 3DR. (Tel. Stockton 62042).

Required for September, 1978, a teacher for ENVIRONMENTAL STUDIES, mainly GEOGRAPHY, SCALE 1 post. (Application forms returnable to Mrs M. M. Dixon at the above address).

SCALE 1-FRENCH

[illegible]

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CASSETTES IN THE CLASSROOM

A VALUABLE RESOURCE

How many lessons give you time to think? Times Cassettes can help. Prepared with the expertise of The Times, The Sunday Times and The Times Supplements behind them Times Cassettes make a useful and practical teaching aid. Most last about an hour, so each side fills a period with time left for discussion. Just look at the subjects where a Times Cassette can fill in for you...

MUSIC



Enjoying Bach Harpichord Music

The infectious enthusiasm of Felix Aprahamian (music critic, *The Sunday Times*), his fascinating commentary, and the superbly played examples from Colin Tilly make this the perfect guide. Over 60 minutes.

"Played with just the right atmosphere of informal elegance" *Hampstead and Highgate Express*.

"A model of what such cassettes should be" *The Times Educational Supplement*.

Enjoying Chopin

Another splendid cassette, with Felix Aprahamian explaining representative music from throughout Chopin's life, and Martin Tirmo playing.

60 minutes.

"Martino Tirmo's playing has all the ingredients of a first-rate artist... this is Chopin played by a master, Felix Aprahamian... musically inimitable speaker, whose one idea is to epitomise others with his own bubbling enjoyment of great music" *Denby Richards, Hampstead and Highgate Express*.

Enjoying Pop

An edited guide to the popular music of our day and our century. With examples from Billie Holiday, The Who, Yes, Procul, Elia Fitzgerald, Count Basie, Steeleye Span and many more. Double-play cassette. Over 90 minutes.

"If there are many other like me, 'Enjoying Pop' must be a resounding success" *John Dankworth*.

"... wise and entertaining... A splendid assemblage" *Yorkshire Evening Press*.

"I found his description of the evolution of modern pop quite fascinating" *Kaleidoscope BBC Radio 1*.

To order complete the coupon clearly in block letters, UK addresses only, please. Allow up to 28 days for delivery. Quoties, not orders, to Chris Walker, telephone 01-837 1234, extension 7110.

Send to: Times Cassettes, 32 Wharf Road, London N1 7SD.

Name _____

Address _____

Postcode _____

Times Newspapers Ltd, 100, Old Bailey, London EC1A 3DF, UK. Registered in England.

I enclose a cheque/PO for £ _____ crossed and made payable to Times Newspapers Limited.

LITERATURE



Come Love with Me

The perfect cassette to introduce English love poetry to reluctant adolescents. From Herrick to Thomas Gray, poems familiar and unfamiliar are woven with music into five short sections. It's entertaining, romantic and fun. Over 55 minutes.

"... a pleasant change" *Coventry Evening Telegraph*.

An Hour with Damon Runyon

Runyon almost invented American gangster plots, and the guys and dolls he described are tough and lawless.

Despite this, his use of language, his command of situation and dialogue, are nothing short of brilliant. This cassette contains four excellent short stories by a master of the genre, amusingly read in an appropriate Brooklyn accent by A. J. Manfredi. 60 minutes.

An Hour with Edgar Allan Poe

Four of the greatest stories by the master of the macabre told with spicing and telling dramatic effects, by Edgar Lustgarten in coolly terrifying style. Over 60 minutes.

"Mr. Lustgarten succeeds admirably" *The Times Educational Supplement*.

"Attempted to give you the creep" *Evening Star Washington*.

"Spine-chilling" *Retain Newsagent*.

"Agreeably sinister tones" *The Times*.

"I found his description of the evolution of modern pop quite fascinating" *Kaleidoscope BBC Radio 1*.

To order complete the coupon clearly in block letters, UK addresses only, please. Allow up to 28 days for delivery. Quoties, not orders, to Chris Walker, telephone 01-837 1234, extension 7110.

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Name _____

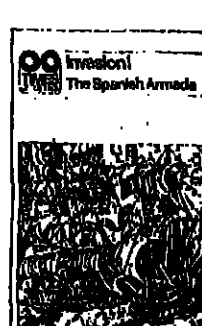
Address _____

Postcode _____

Times Newspapers Ltd, 100, Old Bailey, London EC1A 3DF, UK. Registered in England.

I enclose a cheque/PO for £ _____ crossed and made payable to Times Newspapers Limited.

HISTORY



Invasion! The Spanish Armada

There have been many invasion threats to Britain. This cassette dramatizes one of the most potent: the mighty Armada sent by Philip of Spain against the navy of Elizabeth I and her sea captains, led by Sir Francis Drake. A crucial narrative of stirring history, relieved with verve and freshness, starring Frances Annis. 60 minutes.

Dr Faustus

Mario's most famous play specially adapted by John Peter to keep the best of the drama, the finest of the language, within an hour. Starring Peter Jeffrey and Timothy Bateson. Over 50 minutes.

"Mario's finest drama vigorously adapted... it gains from deft editing" *The Sunday Times*.

"A really fine performance. It brings the play to life, brings out its humour as well as its dramatic quality" *Brian Savitt, BRMB Radio, Birmingham*.

Heroes, Villains and True Love Conquers All

The world of Victorian melodrama, of writing heroines and powerful action with a host of scenes from the best plays of the period acted, amusingly explained and related to the development of English-speaking theatre. With Simon Ward, Josie Ackland, Raymond Francis, Kate Nicholls, Prunella Scales. 60 minutes.

Dr Faustus

Mario's most famous play specially adapted by John Peter to keep the best of the drama, the finest of the language, within an hour. Starring Peter Jeffrey and Timothy Bateson. Over 50 minutes.

"Mario's finest drama vigorously adapted... it gains from deft editing" *The Sunday Times*.

"A really fine performance. It brings the play to life, brings out its humour as well as its dramatic quality" *Brian Savitt, BRMB Radio, Birmingham*.

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Junior (Sixth Form) Colleges

Other Posts on Scale 2 and above

CHESHIRE

EDUCATION COMMITTEE

VINCES JUNIOR COLLEGE

Senior Master, Scale 2

Head of House, Scale 2

Head of House, Scale 2

Head of House, Scale 2

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Deputy Headships Senior Masters/Mistresses

HAVERING

EDUCATION COMMITTEE

COMBES JUNIOR SCHOOL

Senior Master, Scale 2

Senior Master, Scale 2

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Other Posts on Scale 2 and above

BARKING

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HAMPSHIRE

NORTH-WEST AREA
BASINGSTOKE TUTORIAL CENTRE
1. Teacher-In-Charge Scale 3
2. Assistant Teacher Scale 2

Applications are invited from suitably experienced teachers for these posts in a Tutorial Centre to be opened for about 20 pupils of secondary age who because of problems of behaviour are unable for normal school life. The Teacher-In-Charge will be responsible for devising a curriculum for such pupils to enable them to return to school or to move to work where this is appropriate.

The Centre is to be opened in September in converted commodious premises with some adjoining grounds on the outskirts of Basingstoke. The staff will work closely with allied services especially educational psychologists and education welfare officers.

BASINGSTOKE UNIT FOR MALADJUSTED CHILDREN
1. Teacher-In-Charge Scale 3
2. Assistant Teachers Scale 1
(2 posts)

Applications are invited from experienced teachers for these posts. This unit, purpose built and nearing completion, shares a campus with a new primary school on Brighton Hill and is expected to open in September, 1976, for up to 25 maladjusted children of primary age.

Application forms are obtainable from the Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke. Please submit a foolscap a.s.e. and return applications by 7th May, 1976. Assistance with removal expenses in approved cases.

SURREY

COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £141 p.a. THROUGHOUT THE COUNTY.
Generous relocation expenses in approved cases.

ST. NICHOLAS SCHOOL, REDHILL
DEPUTY HEAD

Qualified and experienced teachers of ESN(M) children are invited to apply for the post of Deputy Head of this residential school for 100 boarding and 20 day boys aged 10-16 years, which becomes vacant from September, 1976. Salary within scale for Deputy Head of a Group 6(8) School, £4,842-£5,442 per annum (subject to confirmation) plus extensive duties payment.

Accommodation available at reduced rental. The Head of the school would welcome enquiries.

Telephone: Redhill 81163.
Application forms and further details may be obtained on receipt of a stamped, addressed, foolscap envelope from: The County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ. (Reference HC/JMM.)

SIDLOW BRIDGE CENTRE
IRONSBOTTOM LANE, REIGATE
TEACHER-IN-CHARGE

Applications are invited from suitably qualified and experienced teachers for the post which will be vacant from 1 September, 1976. The Centre is associated with Woodhatch County Secondary School and caters for 16 disturbed adolescents.

Salary Scale 3.
Further details and application forms available from the County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ. (Reference HC/JMM.)

LINDEN BRIDGE SCHOOL
GRAFTON ROAD
WORCESTER PARK, SURREY

The following vacancies for male and female staff exist at this new purpose-built school for some 50 severely disturbed/autistic children, up to 20 of whom can be resident.

MUSIC
HOME ECONOMICS

Applications from September, 1976.
Salary Scale 1 plus Special Softwork Allowance, although Scale 2(8) posts available for suitably experienced candidates.
Accommodation for married staff possibly available at reduced rental.
Application forms and further details from the Headmistress.
Telephone: Epsom 22861.

FARMSTEAD SCHOOL, EPSOM
ASSISTANT TEACHER

Salary within Scale 1 plus Special Schools Allowance. This is a post giving an opportunity for a versatile teacher to employ a variety of methods and assist in building personal relationships with educationally impaired pupils of good intelligence and to work in co-operation with other disciplines in a Regional Psychiatric Adolescent Unit which is providing an expanding community service.
The Headmistress would welcome enquiries.
Telephone: Epsom 22839.

SPECIAL EDUCATION

Scale 1 Posts continued

HEREFORD AND WORCESTER
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Worcester, WR1 2JN. (Reference HC/JMM.)

HERTFORDSHIRE
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Hertford, SG8 1JN. (Reference HC/JMM.)

OXFORDSHIRE
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Oxford, OX1 2JN. (Reference HC/JMM.)

CITY OF SALFORD
EDUCATION DEPARTMENT
MANLEY PARK SPECIAL
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Salford, M6 6PU. (Reference HC/JMM.)

ROBINSON
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Robinson, M1 2JN. (Reference HC/JMM.)

SANDWICH
CITY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Sandwich, CT13 2JN. (Reference HC/JMM.)

SURREY
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Kingston-upon-Thames, KT1 2JN. (Reference HC/JMM.)

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COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Kingston-upon-Thames, KT1 2JN. (Reference HC/JMM.)

LONDON, N.22
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, London, N.22. (Reference HC/JMM.)

NORFOLK
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Norfolk. (Reference HC/JMM.)

OXFORDSHIRE
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Oxford. (Reference HC/JMM.)

CITY OF SALFORD
EDUCATION DEPARTMENT
MANLEY PARK SPECIAL
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Salford. (Reference HC/JMM.)

ROBINSON
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Robinson. (Reference HC/JMM.)

SANDWICH
CITY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Sandwich. (Reference HC/JMM.)

SURREY
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Kingston-upon-Thames. (Reference HC/JMM.)

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COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
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WORTHINGTON TUTORIAL CENTRE
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For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Kingston-upon-Thames. (Reference HC/JMM.)

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For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Kingston-upon-Thames. (Reference HC/JMM.)

METROPOLITAN BOROUGH OF STOCKPORT

TEACHER IN CHARGE OF GROUP OF INFANT HEARING IMPAIRED PUPILS
(Ref. 110/TES)
Burnham 2 + Special Schools Allowance.

To assist in establishing this new group and help create circumstances favourable to the effective integration of hearing impaired pupils with their peers. Qualified and experienced teacher of hearing impaired children required.

Beacon School—ESN(S)—Whitelea Drive, Adwood, (Ref. 112/TES)

ASSISTANT TEACHER

Burnham 1 + Special Schools Allowance.
Required for this school for 80 ESN(S) pupils aged 5-16 years, suitably qualified candidate. Experience in teaching profoundly handicapped pupils an asset.
Application forms from Director of Education, Town Hall, Stockport (quoting ref.) and returnable to the Director of Education by 12 May, 1976.

HOUNSLOW (London Borough of)
EDUCATION COMMITTEE
Education Office, The Civic Centre, Lampton Rd. Hounslow TW3 4DN.

THE PARKWAY SCHOOL (MALADJUSTED)
Group 6(8), High Street, Cranford, Hounslow
Required for SEPTEMBER, 1976.

DEPUTY HEAD TEACHER
3 ASSISTANT TEACHERS

Scale 2(8) posts may be available for suitably qualified and experienced applicants.
This new, purpose-built school for 60 maladjusted pupils, aged seven to sixteen years, will open in September, 1976. There are plans for the future to add a residential block with some accommodation for staff. The School has a unit for non-communicative pupils with its own facilities and supporting staff. Diploma in the Education of Maladjusted Children an advantage.
Closing date 14th May, 1976.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.
Application forms (stamped addressed envelope) from the undersigned, which should be returned as soon as possible. F. J. Lee, Director of Education.

ABBOTS BROMLEY, SCHOOL OF ST. MARY AND ST. ANNE
Rugeley, Staffordshire, WS15 3BW

Owing to the retirement of Miss M. E. S. Rock in 1977, the Chapter of the WOODARD SCHOOLS invite applications for the

HEADSHIP

of this Girls' Boarding School (560 girls).

Application forms and details may be obtained from the Headmistress. The closing date for applications is 28th May, 1976.

LOMOND SCHOOL, HELENSBURGH, DUNBARTONSHIRE

The Governors invite applications for the post of

PRINCIPAL

of this new, independent, co-educational, day and boarding school to be opened formally in September, 1977, merging two Helensburgh schools, St. Bride's School for Girls, currently grant-aided, age range 5-18, and Larchfield, a leading independent Scottish preparatory school for boys aged 5-16. Present joint roll, 410 day pupils, 100 boarders.

It is intended first to consolidate the merging schools into one all-through co-educational establishment of 600-650 pupils, and then to concentrate on post-O-level expansion of a distinctive kind, with a supplementary intake.

Applicants should be honours graduates, preferably with experience of senior school residential work, and with ability to co-ordinate a wide range of extra-curricular activities, and, if successful, must be prepared to take up duty early in 1977.

Further details may be obtained from Messrs. Breeze Paterson & Chapman, Solicitors, 267 West Campbell Street, Glasgow G2 4TU.

Closing date for applications—May 21st, 1976.

SPECIAL EDUCATION

Scale 1 Posts continued

SUSSEX
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Brighton. (Reference HC/JMM.)

WARWICKSHIRE
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Warwick. (Reference HC/JMM.)

WILTSHIRE
COUNTY EDUCATION DEPARTMENT
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Wiltshire. (Reference HC/JMM.)

WILTSHIRE
COUNTY EDUCATION DEPARTMENT
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For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Wiltshire. (Reference HC/JMM.)

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TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Wiltshire. (Reference HC/JMM.)

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WARWICKSHIRE

THE KINGSLEY SCHOOL

Applications are invited for the post of Headmistress of Kingsley School, to be opened in September, 1976. The school caters for 100 pupils of primary and secondary age. The Headmistress should be a qualified teacher with experience of primary and secondary schools. Applications should be sent to the Headmaster, Kingsley School, Leamington Spa, CV32 3JN.

NEWCASTLE UPON TYNE
WORTHINGTON TUTORIAL CENTRE
TEACHER-IN-CHARGE
For a small group of severely handicapped children, to be opened in September, 1976. Salary Scale 3 plus Special Schools Allowance. Applications from suitably qualified and experienced teachers. Further details and application forms available from the County Education Officer, County Hall, Newcastle. (Reference HC/JMM.)

NEWCASTLE UPON TYNE
WORTHINGTON TUTORIAL CENTRE
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EDUCATION DEPARTMENT

Hull College of Further Education
 Arising from the re-organisation of further and higher education in Hull. Applications are invited from men and women for the following posts with appointment from 1st September, 1976:

Lecturers 1 in
 Accounting and/or Commercial Subjects
 Computer Studies
 Economics

English as a Foreign Language
 General Principles of English Law
 General Studies
 Home Economics
 Secretarial Skills

Further particulars and application forms may be obtained from the Principal-Designate, Hull College of Further Education, Queens Gardens, Hull, HU1 3DG, to be returned by 17th May, 1976.

Humberside County Council



Cheshire

Chesher College of Further Education

Eaton Road, Handbridge, Chester

Principal: Adrian Bristol, M.A. (Cantab)

Required for 1st September, 1976

The following posts are open to both male and female applicants.

Department of Business Studies

Senior Lecturer

In Secretarial Studies to be responsible for the large secretarial section within the Department and to teach Shortland, Typewriting, etc. Applicants must have a teaching qualification, degree or professional qualification an advantage.

Lecturer I

to teach Shortland, Typewriting and Office Practice to full-time secretarial students, especially those taking the Diploma of the Association of Medical Secretaries. Teacher training and/or relevant experience of Medical Secretaries courses would be an advantage.

Lecturer I

to teach Accounts and Commerce mainly to Secretarial and COS students. Teacher training essential; applicants should possess an HNC or HNS and a professional qualification.

Department of General Studies

Lecturer I

to teach Physics to G.C.E. 'A' and 'O' level students. Applicants should be able to offer a second subject, preferably in another Science.

Application forms and further details may be obtained from the Principal, to whom completed forms should be returned as soon as possible.

London College of Printing

Elephant & Castle, London, SE1 6BS.

Applications are invited for the following posts within the Department of Business and General Studies

Lecturer Grade II

Communications and Media Studies

Experience in Journalism would be an advantage. The person appointed would teach on Courses ranging from Apprentice to Degree level. Candidates should have good academic qualifications and ideally teaching experience.

Lecturer Grade I

Journalism

The Lecturer will be required to teach Journalism on a wide range of Full and Part-time Courses to practising and trainee journalists. Candidates should have appropriate industrial experience preferably in the periodical field. Previous teaching experience would be an advantage.

Lecturer Grade II

History of Art and Design

The person appointed will be required mainly to teach students studying for their B.A. in Graphic Design. Candidates should have a degree in History of Art and ideally a particular interest in the Graphic Arts. Practical experience in some branch of the arts and teaching would be an advantage.

Salaries in accordance with the Burnham (FE) Report, Lecturer Grade II, £3,279-£5,493; Lecturer Grade I, £2,469-£4,377. Both plus London Allowance of £351.

Application forms, returnable within 14 days, and further particulars may be obtained from the Senior Administrative Officer at the College. Please state post in which interested.

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WIGAN COLLEGE OF TECHNOLOGY

LECTURERS

Mechanical and Production Engineering
 Lecturer 1 in WORKSHOP PRACTICE for Mechanical Engineering Craft and Technician Courses and Link Courses.

Electrical and Electronic Engineering
 Lecturer 1 in ELECTRICAL CRAFTS mainly for Craft and Link Courses.

Building and Civil Engineering
 Lecturer 1 in CARPENTRY AND JOINERY (Two posts).
 Lecturer 1 in GENERAL BUILDING (with experience in Services).
 Lecturer 1 in SURVEYING.

Applied Sciences
 Lecturer 1 in PSYCHOLOGY to plan and develop GCE 'A' level work in this subject (graduate with experience in experimental Psychology required).
 Lecturer 1 in APPLIED BIOLOGY (with graduate or MSc qualification and experience in a medical or associated field).
 Lecturer 1 in SCIENCE to offer Biology and Chemistry up to GCE 'A' level.

Commerce and Economics
 Lecturer 1 in SECRETARIAL STUDIES to teach Shortland, Typewriting and Office Practice.
 Lecturer 1 in COMMUNICATIONS AND COMPUTING.
 Lecturer 1 in MATHEMATICS (an interest in Statistics and/or Computing would be an advantage).

General Studies
 Lecturer 1 in GENERAL STUDIES (Two posts) specialising in one or more of Communication Studies, Structure of Social Policies and Social Needs, General Studies.
 Lecturer 1 in PHYSICAL EDUCATION (to be one of a team of three covering activities in the College Sports Hall, Gymnasium and Sports Field).

For all of the above posts applicants should have relevant qualifications and industrial or commercial experience. Previous teaching experience and/or training desirable. Salary: Lecturer Grade I, £2,469-£4,377 (under review). Starting point dependent on qualifications and experience. Application forms and further particulars from the Registrar, Wigan College of Technology, Parkers Walk, Wigan, WNI 1PR. Returnable by 14th May, 1976.

Metropolitan Borough of WIGAN

Kingsway-Princeton College

Sidmouth Street, Gray's Inn Road WC1H 8JB
 (01-837 8185)—near King's Cross Station

Lecturer Grade II in COMMUNITY EDUCATION

to take responsibility for and develop the work of the Community Education Unit within the TLEA's policy 'An Education Service for the Whole Community'. The work of the Unit—in cooperation, for example, with the Youth and Careers Services—is with young people from the immediate neighbourhood. We are looking for the kind of person, teacher-trained and with helpful experience in relevant fields, who can contribute imagination to the education of young people for whom further education is usually a closed door. The successful applicant is required for September but could start immediately. Assistance may be given towards household salary scale in accordance with Burnham FE Report 1975: £3,279-£5,493, plus London Allowance £351.

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MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY



SECONDARY SCHOOLS SEPTEMBER 1976

Applications are invited from qualified Secondary Teachers, who are at present teaching in schools in the United Kingdom, for vacancies in Service Children's Schools for September, 1976.

TAL HANDAO—MALTA
Scale 1—Geography to teach 'O' level, with 8 to 12 periods of girls' games.
Scale 2—HOD Music—to be responsible for music throughout the school in a two teacher department.

KING RICHARD—CYPRUS
Scale 2—HOD Modern Languages—to teach German to 'A' level with some lower school French.
Scale 3—Graduate to teach French to 'A' level—Longmans Audio Visual method used.

PRINCE RUPERT—NORTH WEST EUROPE
Scale 2—HOD Music—to teach music as an examination subject, and foster lively interest in all ability levels both in the classroom and in extra-curricular activities.
Scale 3—Music Teacher—should be a pianist, the ability to teach another subject within the Humanities curriculum would be an asset.
Scale 4—Teacher of French or German—to CSE and 'O' level with a second subject within the Humanities curriculum.

NOTES
Supernumeration—normal rights are safeguarded.
Foreign Service Allowance—a tax free allowance is payable.
Accommodation—is provided rent-free.
Duration of Engagement—initial engagement is for three years.
All applicants should normally be resident in the United Kingdom.
Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 47 years at the commencement of the engagement.
Requests for application forms and further information should be made on or before 15th May 1976 to:
Service Children's Education Authority (S) AW3124
Teacher Appointments Section
1AE Court Road, Egham, London S23 5NR.

REPUBLIC of SINGAPORE English Language Lecturers

are required by the Institute of Education, Singapore, for lecturership positions in English studies. The Institute of Education has amongst its responsibilities the training of teachers and its graduates are prepared for teaching duties at primary school and up to GCE 'O' and 'A' levels. Applicants should have at least a Master's degree and 3 years' approved teaching or specialist experience.

Salary:
A range between \$26,587 to \$33,162 per annum. Initial salary will depend on experience and qualifications (\$24.58—£1.00, at current exchange rate).

Supernumeration:
Non-contributory terminal gratuity at a rate of 15% last drawn salary for each completed month of service.

Passages:
Free economy return passage to and from Singapore plus baggage allowance for employee, spouse and 3 dependent children under 10 years.

Medical Benefits:
Free non-contributory medical scheme including consultation, treatment, surgery and medicine for employee and family in Singapore.

Accommodation:
Subsidized housing or allowance in lieu ranging from \$3,000 to \$86,600 per annum.

Income Tax:

	Approximate Tax on Earned Income of:	
	\$25,000	\$30,000
Single	\$93,700	\$95,050
Married	\$93,450	\$94,750
Married, with 2 dependent children	\$93,143	\$94,388

Tenure of Appointment:
Contract of 3 years.

Application and Enquiries:
Please address to:

Singapore High Commission
2 Wilton Crescent
LONDON S.W.1

Closing date for receipt of applications at the above address is 1 month from date of advertisement.

OVERSEAS Appointments continued

SWITZERLAND
ARLON COLLEGE
The English Language International Institute in the Swiss Alps for 200 boys and girls. A qualified teacher for September is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, ARLON COLLEGE, CHAM, Switzerland. (022) 327 27.

FINLAND
VIIKARI COLLEGE
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, VIIKARI COLLEGE, FINLAND. (022) 327 27.

SWITZERLAND
International Educational Board
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, International Educational Board, SWITZERLAND. (022) 327 27.

BAHAMAS
PREPARED HIGH SCHOOL
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, PREPARED HIGH SCHOOL, BAHAMAS. (022) 327 27.

GERMANY
German Language School in Frankfurt
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, German Language School in Frankfurt, GERMANY. (022) 327 27.

GERMANY
INTERNATIONAL LANGUAGE SCHOOLS CENTRE
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, INTERNATIONAL LANGUAGE SCHOOLS CENTRE, GERMANY. (022) 327 27.

PORTUGAL
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, PORTUGAL, PORTUGAL. (022) 327 27.

ITALY
Lake Maggiore
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, Lake Maggiore, ITALY. (022) 327 27.

SPAIN
BARCELONA
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, BARCELONA, SPAIN. (022) 327 27.

AFRICA
TEACHERS (all subjects)
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, AFRICA, AFRICA. (022) 327 27.

CANADA
VANCOUVER ORAL CENTRE
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, VANCOUVER ORAL CENTRE, CANADA. (022) 327 27.

NORTHERN ITALY
TEACHERS OF ENGLISH
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, NORTHERN ITALY, NORTHERN ITALY. (022) 327 27.

SPAIN
Young Teachers required
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, SPAIN, SPAIN. (022) 327 27.

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A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, SPAIN, SPAIN. (022) 327 27.

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Saudi Arabia Approx £5,000 p.a. to teach English as a foreign language at an oil company's base on the Arabian Gulf.

One-year contract, free accommodation and air fares paid. Teachers, who must be single-status male graduates, take the International House 4 weeks T.E.F.L. Training Course in London. Teaching in Saudi Arabia will start at the beginning of October.

For further information and an application form please contact the Teacher Selection Department, International House, 40 Shaftesbury Avenue, London W1V 8HJ.

BRUNEI

The Jett Bolkiah School of Engineering, Kuala Belait, invites applications from candidates with a full apprenticeship, F.T.C. or equivalent and six years' relevant industrial or teaching experience for the post of:

SENIOR TECHNICAL INSTRUCTOR— AUTOMOTIVE ENGINEERING

£3,850-£6,325 p.a.
plus a 25% terminal gratuity. There is no income tax in Brunei.

To teach C. & G. 820 (General and Automotive) and 825 (Internal Combustion Engine work and Vehicle work).

Appointment is on contract to the Government of Brunei for a four of three years. Other benefits include free passages, subsidised accommodation, education allowances, holiday visit passages for children, generous leave and an interest-free car loan.

Further details and an application form obtainable from: Recruitment Unit, TETOC (Technical Education and Training for Overseas) Centre, 36/37 Grosvenor Gardens, London SW1W 0BS. Closing date for applications May 24, 1976.

LAMCO
Managing Agents for LAMCO
Granges International Mining of Sweden
requires for service in WEST AFRICA

Teachers for International Schools

at about U.K. £6,600 p.a.

The teachers will be appointed to the International schools at the Atlantic port of Buchanan and the inland town of Yekapa, Liberia to teach all subjects to international classes of children ages 6-16. Teaching duties will also include coaching groups of British pupils in English language, social studies and new mathematics. Able to teach singing and music an extra merit.

Qualifications: Teacher's Training College and at least five years teaching experience. Preferred ages 25-40. Employment will commence August 1976.

Benefits include: Free housing (furniture provided at low rent). Free medical attention. Annual salary review. Non-contributory pension scheme. Low income tax. Leave. Generous transportation and settling-in allowances. Also termination bonus on completion of your contract.

The LAMCO Joint Venture, located in Liberia on the West Africa Atlantic Seaboard, is involved in iron-ore mining at Nimba, some 170 miles inland, and Yekapa is the industrial and residential complex. The ore is transported to the port of Buchanan where there is another industrial and residential complex run by the consortium.

Please send your application and all relevant details about yourself, your training and experience to:

**GRANGES
INTERNATIONAL MINING**
(Dept. TE1), Plantation House,
23 Road Lane, LONDON EC3M 8AP.

OVERSEAS Appointments continued

UNITED STATES
DOLENTZ & GILBERT
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, DOLENTZ & GILBERT, UNITED STATES. (022) 327 27.

SPAIN
TEACHERS OF ENGLISH
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, SPAIN, SPAIN. (022) 327 27.

FINLAND
Language School
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, FINLAND, FINLAND. (022) 327 27.

EXPERIENCED English Teachers
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, EXPERIENCED English Teachers, EXPERIENCED English Teachers. (022) 327 27.

QUALIFIED English teachers
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, QUALIFIED English teachers, QUALIFIED English teachers. (022) 327 27.

ADMINISTRATION
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, ADMINISTRATION, ADMINISTRATION. (022) 327 27.

**LOCAL EDUCATION
AUTHORITY**
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, LOCAL EDUCATION AUTHORITY, LOCAL EDUCATION AUTHORITY. (022) 327 27.

**BUCKINGHAMSHIRE
EDUCATION DEPARTMENT**
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, BUCKINGHAMSHIRE EDUCATION DEPARTMENT, BUCKINGHAMSHIRE EDUCATION DEPARTMENT. (022) 327 27.

TEACHER/ADVISERS
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, TEACHER/ADVISERS, TEACHER/ADVISERS. (022) 327 27.

**Salary: Senior Teacher: £4,680-£6,252
+ £287 London Weighting
Car allowance payable**

Applications are invited from graduates with suitable teaching experience for the posts of Teacher/Adviser, one in MATHEMATICS and one in MODERN LANGUAGES, from 1st September, 1976, or as soon as possible thereafter.

Further particulars and application forms are obtainable from John Fordham, Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex IG1 1NN, to whom completed forms should be returned by 11th May, 1976.

Redbridge London Borough

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT
**Assistant Education
Officer—Casework**
PO1 (3-7) £4,982-£5,577

Applications are invited for this post in Schools Branch of the Education Department. This officer will be responsible to the Senior Assistant Education Officer for the co-ordination of casework and the handling of appeals arising from the assessment of pupils and their allocation to schools, including relationships with the offices of the Commissioners for Local Administration, together with other professional administrative duties.

Applicants should have a professional qualification and teaching experience. Administrative experience would be an advantage. The post is suitable for teachers seeking their first administrative post.

Assistance with removal and other disturbance expenses is given in approved cases.

Further particulars and application form from W. H. Petty, County Education Officer (Ref. 6/785), Springfield, Maidstone ME14 2LJ. Closing date 14 May.

CHESTER
DISTRICT CAREERS OFFICERS
(2 posts)
One required at Warrington, the other at Macclesfield to be members of the Careers Service Management Team.
Candidates must be trained, qualified, experienced Careers Officers with a minimum of 3 years' experience in the field of careers and education.
Salary, within range: £6 1/2 to £8 1/2.
Application forms and further particulars from the Director of Education, Chester County Council, 180, Chester Road, Chester CH1 1BQ.
Closing date, 14th May.

CLYDE
COUNCIL EDUCATION DEPARTMENT
CAREERS OFFICER (male or female)
Based at Clyde Bay. Salary on scale £5,137 to £5,635 per annum according to qualifications or experience, with possible progression to £6,135 per annum. Applicants should possess a degree or a comparable qualification and should preferably have completed the National Careers Training Course. Experience as a Careers Officer would be an advantage. Applications from students about to complete their training will also be welcomed.

Application form obtainable from the Director of Education, Clyde Bay, 180, Chester Road, Chester CH1 1BQ. Closing date, 14th May.

ESSEX
(London Borough of)
SENIOR ADMINISTRATIVE ASSISTANT
Salary: £2,950 to £3,853 per annum inclusive.
Based at Essex County Council, 180, Chester Road, Chester CH1 1BQ. Closing date, 14th May.

**BUCKINGHAMSHIRE
EDUCATION DEPARTMENT**
ADVISER
A teacher for the English language is required for the school. The school is situated in a beautiful area and offers a high standard of education. For further details and application forms, contact the Principal, BUCKINGHAMSHIRE EDUCATION DEPARTMENT, BUCKINGHAMSHIRE EDUCATION DEPARTMENT. (022) 327 27.

TEACHER/ADVISERS
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+ £287 London Weighting
Car allowance payable**

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ACADEMIC VACANCY UCLA DEPARTMENT OF THEATER ARTS UNIVERSITY OF CALIFORNIA, LOS ANGELES

Area of Teaching:
Theater History, Theory, Criticism and Theater Production.
Starting Date: Fall, 1976.

Academic Rank & Salary Range:
Rank and salary dependent on qualifications and experience.
Brief Description of Responsibilities:
Responsibility for graduate studies and research. Courses in Theater History and Criticism. Teach Theater Practice and participate in production program.

Qualifications:
Experience in teaching graduate courses. Ph.D. degree. Proof of continuing research. Interest in publication. Qualified in theater practice.

Special Information:
Shall be qualified for tenured faculty position. Women and minorities urged to apply. Equal opportunity/affirmative action employer.

Closing date for receipt of applications: May 14, 1976. Whenever possible, interviews will be requested. Persons interested in this position should submit a letter of application and curriculum vitae to:

**CHAIRMAN
DEPARTMENT OF THEATER ARTS
UCLA
405 HILGARD AVENUE
LOS ANGELES, CA 90024**
The University of California is an equal opportunity/affirmative action employer.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT
**Assistant Inspector
for Physical Education**
Salary Burnham Headship Group 7
£6,036-£6,660

ADMINISTRATION

Local Education Authority continued

ESSEX COUNTY COUNCIL

CAREERS SERVICE

SENIOR CAREERS OFFICER (Post No. CB 103) is required to work with older and more able pupils.

The person we choose should hold the Diploma in Careers Guidance and have a minimum of 5 years' experience in the field of careers guidance. Experience in teaching, industry or commerce is also desirable.

Application forms and further details are available from the County Education Officer, 1st Floor, County Council Offices, 100 High Road, Chelmsford, Essex, CM1 1LD. Please state post number when applying.

HERTFORDSHIRE COUNTY COUNCIL

SOUTH WEST HERTFORDSHIRE DIVISION EDUCATION OFFICE

ADMINISTRATIVE ASSISTANT (Post No. CB 103) is required to work with older and more able pupils.

The person we choose should hold the Diploma in Careers Guidance and have a minimum of 5 years' experience in the field of careers guidance. Experience in teaching, industry or commerce is also desirable.

Application forms and further details are available from the County Education Officer, 1st Floor, County Council Offices, 100 High Road, Chelmsford, Essex, CM1 1LD. Please state post number when applying.

LEICESTERSHIRE COUNTY COUNCIL

EDUCATION OFFICER

Applications are invited for the post of Education Officer (Post No. CB 103) is required to work with older and more able pupils.

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LEICESTERSHIRE COUNTY COUNCIL

EDUCATION OFFICER

Applications are invited for the post of Education Officer (Post No. CB 103) is required to work with older and more able pupils.

The person we choose should hold the Diploma in Careers Guidance and have a minimum of 5 years' experience in the field of careers guidance. Experience in teaching, industry or commerce is also desirable.

Application forms and further details are available from the County Education Officer, 1st Floor, County Council Offices, 100 High Road, Chelmsford, Essex, CM1 1LD. Please state post number when applying.

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EDUCATION DEPARTMENT

Professional Assistant

£4,500 p.a. to £5,253 p.a. plus Car Allowance

Applications are invited from Honours Graduates of a British University, particularly serving teachers wishing to enter educational administration.

In an appropriate case, consideration will be given to temporary housing and grants towards removal and lodging expenses.

CROYDON

Telephone 01-888 4433, extension 2539, or write to the Director of Education (FMO/RES) London Borough of Croydon, Taberner House, Park Lane, Croydon CR9 1TP, for further particulars and an application form. Closing date: 14th May, 1978.

Somerset

Education & Cultural Services Committee

Science Adviser

Applications are invited for the post of Science Adviser for Schools and Colleges of Further Education. Candidates should be graduates, experienced in modern teaching methods and interested in the development of the subject in Primary and Secondary Schools. The post will offer considerable scope to an enthusiastic scientist interested in the modern approach to the subject.

The salary will be in accordance with the Southbury Scales for Subject Advisers currently £2,489-£7,113 per annum (Group 8) with a pay award pending. Application forms, which should be returned by 14th May, and further details of the post are available from the Chief Education Officer (Staffing N.T.), County Hall, Taunton.

Leicestershire

PROFESSIONAL ASSISTANT (SCHOOLS)

£3,921-£4,413

Applications (September appointment) are invited from graduates with good teaching experience in schools. The post, vacant on promotion, offers excellent opportunities for an energetic man or woman to gain experience of education administration in a large authority. Details on request. (Telephone: Leicester 871313, ext. 256.)

Casual user car allowance. Removal expenses, legal fees, lodging allowance payable. Apply (no forms) with names of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 14th May.

WEST GLAMORGAN COUNTY COUNCIL

Applications are invited from men and women who are graduates of a British University, particularly serving teachers wishing to enter educational administration.

General

ATTENTION GROUP ORGANISERS
FIVE WEEKS-END
The above positions are required for the County Council's Youth Organisers Scheme. Candidates should be graduates of a British University, particularly serving teachers wishing to enter educational administration.

ilea INNER LONDON EDUCATION AUTHORITY

Inspector of Special Education (District Rank)

Salary range: £8,624 - £9,470 (inclusive of London Weighting) with opportunity for progress to £10,490

A vacancy exists for an Inspector of Special Education in a team of six led by the Staff Inspector. The post involves responsibility for schools for the visually handicapped, for the Home and Hospital Service and for other general duties within special education. Applications are invited from well qualified men and women who are either widely experienced within special education and prepared to acquire expertise in the field of visual handicap or who are specifically trained and experienced in the education of visually handicapped children and able to undertake with confidence the other aspects of the role.

Details and application forms from the Education Officer (EO/Estab RA1), Addington Street Annex, The County Hall, London SE1 7PB (01-633 6833). Forms to be returned by 19 May 1978.

Redbridge

Senior Education Officer (Further Education)

P.O. 2/3 £7,167-£7,842 (Including London Weighting) Commencing salary according to qualifications and experience

For this key post candidates should have a good degree, varied teaching experience and substantial administrative experience with a Local Education Authority. The successful candidate will be responsible to the Chief Education Officer for the Authority's Further Education, Youth and Community and Careers Services. Fringe benefits include assistance with removal and resettlement expenses in approved cases and an essential user car allowance. Local Authority housing may be available if required. Application forms and further details from John Fordham, Chief Education Officer, Education Office, 255-259, High Road, Ilford, Essex IG1 1NN, returnable by May 12, 1978.

Redbridge

London Borough

Leicestershire

DEPUTY CATERING OFFICER

£4,992-£5,577 per annum

Responsible to the Senior Catering Officer. The successful applicant will be responsible for certain aspects of the School Meals Service. Candidates should possess recognised qualifications in Domestic Science or Institutional Management. Previous experience in large scale catering is essential. Removal expenses and legal fees in approved cases.

Further details on request. Telephone Leicester 871313 extension 256. Applications (no forms) with names and addresses of two referees to Director of Education, County Hall, Glenfield, Leicestershire LE3 8RF, by 21st May.

Suffolk County Council

Advisory Teacher for Modern Languages

Applications are invited from qualified and experienced teachers of French for the above post. The successful applicant will be responsible to the County Modern Languages Adviser and will be based on Bury St. Edmunds. The main focus of the work will be in schools in the Western Area of the County with a particular brief for the Middle Schools (9-13 years). It is desirable that the Advisory Teacher appointed will be able to contribute towards the teaching of one other modern language.

The appointment will be made from 1st September 1978. Salary in accordance with Scale 3 of the Burnham Schools Report.

Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (stamped addressed envelope, please), to be returned by May 14, 1978.

The SCOTTISH TECHNICAL EDUCATION COUNCIL

invites applications for the post of

EDUCATION OFFICER

for duties involved in the administration of courses and in investigation and research into methods of assessing standards of attainment. A degree or membership of an appropriate professional body and experience of further education are desirable. The salary attached to the post is £7,830 per annum.

Further particulars may be obtained from the Chief Officer, 38, Queen Street, Glasgow G1 3DY to whom application should be made by 17 May, 1978.

Redbridge London Borough

Health Education Officer

£3,334-£4,344 p.a., plus £312 non-enhanceable supplement. Applications are invited for the post of Health Education Officer from suitably qualified individuals with a professional background in health education, and preferably holding the Diploma in Health Education. Candidates should have experience in teaching, public speaking and use of audio-visual equipment, and the ability to work with a wide range of professional and community groups. The successful candidate would be expected to contribute fully and creatively to the development of the forward-looking unit.

Application form and job description available from the Area Personnel Department, Derbyshire Area Health Authority, 'Wilderslowe', 121 Camerton Road, Derby DE1 2GA. Tel: Derby (0332) 365371, Ext. 282. Further details may be obtained by telephoning H. Symour, Area Health Education Officer, Derby DE1 2GA.

Closing date for receipt of applications 21st May, 1978.

Derbyshire

AREA HEALTH AUTHORITY

ilea INNER LONDON EDUCATION AUTHORITY

Staff Inspector of Geography and Environmental Studies

Salary within range £8,918 - £9,971 (inclusive of London Weighting) with opportunity for progress to £10,913

The Staff Inspector will be responsible for advising on Geography and Environmental Studies in primary and secondary schools and further education establishments throughout the Authority's area. Applicants should have high academic qualifications and wide teaching and administrative experience. Familiarity with new trends and curriculum development and a keen interest in field work are essential. The successful applicant will also have general oversight of a small district.

Details and application forms from the Education Officer (EO/Estab RA1), Addington Street Annex, The County Hall, London SE1 7PB (01-633 6833). Forms to be returned by 19 May 1978.

SOUTHWARK

RESIDENTIAL AND DAY CARE DIVISION

require a HANDICRAFT ORGANISER

T4. £3,366 to £3,702 plus £361 London Weighting.

We are seeking someone for the Activities Section, with enthusiasm and initiative, to lead and guide our team of Handicraft Instructors, who are working in Day Centres and Residential establishments for the elderly throughout the Borough.

The qualities you need are:—
* The ability to co-operate and work with staff of all disciplines.
* The knowledge and understanding of the elderly and disabled.
* Experience of craft teaching and administrative and organizing skills.
You would be responsible to, and deputise for, the Activities Organiser, and would be based at Aylesbury Day Centre, which is situated in the centre of the Borough.
A casual car user allowance is payable, 24 days leave per year plus an extra day at Christmas and Easter. For an informal discussion contact Mrs. M. Sherrington, 01-703 7718.
Telephone 01-701 2870 anytime for an application form or write to the Personnel Officer, London Borough of Southwark, 27, Peckham Road, London SE5 8UB.
Please quote reference TES/13/6760 and job title. Closing date May 14, 1978.

SOCIAL SERVICES

LONDON BOROUGH OF SOUTHWARK

OXFORDSHIRE COUNTY COUNCIL

Education Department—Careers Service

Required in the Oxford City Area Office, a

CAREERS OFFICER

to work with older leavers from schools and with students in the Oxford College of Further Education. The person appointed will also be expected to play a full part in the work with commerce and industry which is a significant feature of the Careers Service in Oxfordshire. Applicants should have had good experience in the Careers Service and possess the Diploma in Careers Guidance or other approved qualifications.

Salary—within the scale AP 4/5 (£3,366-£4,095).

Completed application forms should be returned to the Personnel Officer, Oxfordshire County Council, Oxford, by 14th May, 1978.

Leeds City Council

Department of Education

SENIOR ASSISTANT EDUCATION OFFICER

(Development, Finance and Administration)

£3,508-£5,081

Applications are invited for the post of Senior Assistant Education Officer responsible for development and financial affairs and also a considerable amount of professional administration in the City of Leeds Education Department. Applicants should be good honours graduates and have had substantial administrative experience at senior level in an Education Department. Teaching experience will be considered an additional asset. The officer will be responsible to the Director of Education for his division. He will be a member of the Education Department's Management Team and he will be encouraged to play a significant role in regional and national affairs. Application forms (to be returned by 10th May, 1978) and further details may be obtained from the Director of Education, Education Office, Great George Street, Leeds LS1 5AE.

LEEDS

LONDON BOROUGH OF BROMLEY

GENERAL ADVISER

Mathematics & Science

Salary £7,236-£7,860

Inclusive of London Weighting

Applications are invited for the post of General Adviser to join a team of Advisers sharing responsibility for the curriculum in schools. Experience of comprehensive education and concern for encouraging and supporting the contribution of Science to the curriculum will be welcome.

Applicants should be graduates with relevant experience in the teaching of Mathematics with Science as a subsidiary, and in the use of educational technology.

Further details and application forms (see) from the Chief Education Officer, Education Office, Sunnymead, Bromley Lane, Chislehurst, Kent.

Closing date for applications 14th May, 1978.

ilea INNER LONDON EDUCATION AUTHORITY

Inspector of Design & Technology

Salary range: £7,292 - £8,093 (inclusive of London Weighting)

Inspector required for September 1978 for primary school Craft, secondary school Design and Technology and a range of further education activities. Applicants should be highly qualified with wide teaching experience and must be familiar with recent developments in Design and Technology.

Details and application forms from the Education Officer (EO/Estab RA1), Addington Street Annex, The County Hall, London SE1 7PB (01-633 6833). Forms to be returned by 19 May 1978.

Professional Assistants (Two Posts)

Salary: £3,012/£3,011 (including London Weighting) (National salary award due 1st July 1978)

Applications for appointment to these newly established posts are invited from good honours graduates with teaching experience. The posts are to be filled from 1st September, 1978 (or as soon as possible thereafter), and provide an excellent opportunity for young teachers to enter educational administration. Fringe benefits include assistance with removal and resettlement expenses, casual user car allowance and local authority housing or mortgage facilities.

Further details and application forms are obtainable from John Fordham, Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex IG1 1NN, to whom completed forms should be returned by 11th May, 1978.

Redbridge

London Borough

METROPOLITAN BOROUGH OF CALDERDALE

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER

SALARY: PO1 (4-8)-£5,103-£5,721

Applications are invited from men and women, for a post of Assistant Education Officer created by promotion of present post holder to a senior position within another Authority. Candidates should be graduates of a British University and should have had successful and varied teaching experience. This post would appeal particularly to persons wishing to make a career in Education Administration. The Authority offers assistance towards removal expenses, lodging allowance, car purchase, and an essential car user allowance is payable.

Application forms and further details of the post are available from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax, HX1 1EB, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

EDUCATION DEPARTMENT

Careers Officers

to AP4 £2,040-£3,702 (under review)

HQ.CAR25 + HQ.CAR36

Required for the County Careers Service, to be based at Grimsby and Bridlington. Preference will be given to candidates completing a full-time course of training for the Diploma in Careers Guidance this year, or with previous experience in the Careers Service; consideration will also be given to candidates with successful experience in industry or education.

Further details and application forms from Director of Education (Ref. C/S Staining), County Hall, Beverley, North Humberside, to whom applications should be submitted not later than 10th May, 1978.

Humberside County Council

ASSISTANT EDUCATION OFFICER

In the Schools Branch with special responsibility for CURRICULUM DEVELOPMENT AND IN-SERVICE TRAINING

Salary: PO2f £6,729-£7,407

Further particulars and application forms available from Chief Education Officer, Administration Division, Margaret Street, Birmingham B3 3BU (021 235 2587). Closing date: Friday, 14th May, 1978.

BIRMINGHAM

HM Inspectors of Schools

Higher and Further Education

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors to work mainly in the field of higher and further education, excluding the universities. All HMIs undertake general duties as well as specialist work. Candidates should therefore have an interest in higher and further education generally and not only in the specialist areas listed below.

Social Sciences

Applicants should have a good honours degree in sociology or the social sciences, or qualifications and experience in social work, and have appropriate teaching in higher or further education.

Food Education

Applicants should have good academic and professional qualifications in hotel, catering or institutional management, and experience of teaching at advanced level in further or higher education. Administrative experience in industry would be an advantage.

Agriculture, Horticulture and Allied Subjects

Applicants should have an appropriate degree or diploma in agriculture, horticulture or a related area together with experience of teaching in further or higher education. Knowledge of commercial production or professional practice would be an asset.

Construction

The work will involve all aspects of construction education at craft, technician and professional level. Applicants should have a degree and/or equivalent professional qualification in one or more of the following disciplines: architecture, building, civil engineering, building services engineering, estate management, quantity surveying, town planning. Appropriate teaching and professional/industrial experience is essential. Starting salary within the range £8,825 to £20,415 (higher in London). Higher posts are normally filled by promotion.

Application forms (to be returned by 14 May) may be obtained by writing to Miss B. C. Taylor, Department of Education and Science, Elizabeth House, 39 York Road, London SE1 7PH, or by telephoning LONDON 01-928 0222, extension 2237. Please quote reference 6/78E.

Department of Education and Science

British Museum

RESEARCH ASSISTANT—EDUCATION SERVICE

... to contribute to the regular programme of public lectures and gallery talks, and introductory talks to visiting parties of students. The successful candidate will also give advice and assistance to teachers who wish to make use of the Museum's collections as a teaching resource.

Candidates must have a degree in a subject relevant to the Museum's collections: Lecturing or teaching experience is desirable. Interest in oriental antiquities or in prints and drawings advertisements.

Salary: as RA Grade 1, £4,030-£5,230 or RA Grade 2, £2,925-£4,305. Level of appointment and starting salary according to age, qualifications and experience. Non-contributory pension scheme.

For further details and an application form (to be returned by 21 May 1976) write to Civil Service Commission, Almondey Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 56561 (answering service operates outside office hours) or London 01-839 1892 (24-hour answering service). Please quote ref 6/1382.

The General Nursing Council for England and Wales

Educational Adviser

(Nurse-teacher training)

Salary £6,042-£6,798+London Weighting

Applications are invited from nurse-teachers who are already at least experienced Senior Tutors, for this new post in the Education Department.

The successful applicant will be keenly interested in the development of nurse-teacher training to meet the challenge of the 1980s. He/she may well be a graduate and may see the post as an interesting project covering 4-5 years, or as a possible stepping stone to further promotion.

The post offers considerable scope for initiative and demands realism and resourcefulness.

Role specifications and application forms may be obtained from the Registrar, The General Nursing Council for England and Wales (quoting reference 8/77T), 25 Portland Place, London W1A 1BA or by telephone to the Registrar's Personal Assistant (01-561 8334, Ext. 65). Further information from the Chief Education Officer (01-680 7416, Ext. 33).

Interviews for short-listed candidates will be held on Tuesday, 8th June.

ADMINISTRATION

General continued

LONDON, W.C.2

SUPERVISOR/ADMINISTRATOR for COMMUNITY SERVICES

Mature person required with a minimum of 5 years' experience in a similar post, preferably in a social work or community services context. The post involves the supervision of a team of social workers and the administration of a community centre. The successful candidate will be responsible for the day-to-day running of the centre and for the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum.

SOMERSET

STUDIOS COLLEGE (TERTIARY)

LECTURER (Theatre)

See display advertisement under secondary

THE G.F.S. FRIENDLY SOCIETY

The G.F.S. is developing the work with girls and young women in the area of personal, physical, and social development. The post involves the supervision of a team of social workers and the administration of a community centre. The successful candidate will be responsible for the day-to-day running of the centre and for the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum.

TRAINING OFFICER in the County of Devon (part of Bristol, Gloucestershire, and Gloucestershire)

The post involves the supervision of a team of social workers and the administration of a community centre. The successful candidate will be responsible for the day-to-day running of the centre and for the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum.

RECOGNISED South Coast Language School on South Coast Primary

The post involves the supervision of a team of social workers and the administration of a community centre. The successful candidate will be responsible for the day-to-day running of the centre and for the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum.

Department of Education and Science

Remedial Education Organiser

Salary: Head Teacher Group 7: £6,348-£8,972 + £267 London Weighting

Car allowance payable

Applications are invited from suitably qualified and experienced candidates for the post of Remedial Education Organiser which is vacant from 1st September, 1976, as a result of the retirement of the present holder.

Further details and application forms are obtainable from John Fordham, Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex, IG1 1NN, to whom completed forms should be returned by 11th May, 1976.

Redbridge

London Borough

County Museums Officer

Scale: Principal Officers' Grade 2—£5,388 to £7,074

A challenging opportunity to participate in the establishment of a new service for Derbyshire is offered by this new post which will be based in Derby.

The person appointed will be responsible for integrating all the County's present resources, in particular the school museums service and also state museums and countryside and interpretive centres. He/she will coordinate the existing administrative, clerical staff and assist in the organisation of the new service. General responsibility will be to the responsibility to Committees as appropriate.

A relevant professional qualification at degree level (or equivalent) is essential and participation in museum education in schools would be an advantage.

For further details and an application form to be returned by 14 May 1976, please contact the County Personnel and Management Services Officer, County Office, Market, Belper DE9 4AA, or telephone Market 2111, Extender (11).

DERBYSHIRE

County Council

RELIGIOUS EDUCATION

PRIMARY ADVISER (RESOURCES)

The new Centre for the development of R.E. recently established by the National Society at St. Gabriel's College, Camberwell, invites applications for the full time post of Primary Adviser in the Centre.

Applicants should have wide experience in religious education with children under 12, including experience in the voluntary area, and should be practising members of the Anglican communion. They should be free to start work on September 1st, 1976 (or earlier, if possible). The Primary Adviser will work as a general member of the Centre staff but will have special responsibility for disseminating information about resources among teachers of primary-age children, particularly among voluntary teachers in the churches. This will involve a certain amount of travel, as well as correspondence.

The relevant salary scale starts at £4,385 (this figure includes £100 to Mr. Colin Aves, Director of the R.E. Centre, 32 Flossen Road, London SE5 9LH).

MICHAEL SOBELL

SPORTS CENTRE

SCHOOLS LIAISON OFFICER

Applications are invited for the post of commencing September 1976. The post includes responsibility for a multi-sport schools programme involving some 40 schools and approximately 6,000 children per week. The post is being offered at Scale 3 plus London Allowance.

Application forms and further details can be obtained from "Administration, Michael Sobell Sports Centre, Hornsey Road, Islington N7 7NY". Closing date is May 14th, 1976.

UNDERSTANDING BRITISH INDUSTRY PROJECT

Appointment of

Director

Applications are invited for the post of Director of this major new project, aimed at developing general understanding of industry in schools.

The project will include a resource centre, a materials development and courses programme, the appointment of regional staff, and close liaison with other relevant bodies. It is being funded by industry, with the support of C.B.I. and separate funding from the Department of Education and Science.

The Director's responsibilities will involve initiating constructive working relationships between schools and industry with a view to assisting teachers, particularly of the 13 to 16 age group, in providing information about the nature and functions of present-day industry.

Applicants should hold a good degree, have a significant record of achievement in industry or commerce, some experience of teaching, and the personal qualities needed to lead this important initiative. Salary in the region of £10,000 per annum.

Further information and application forms available from Mrs J. Acan, UBI Project, 21 Tottill Street, London SW1H 9LP.

AYCLIFFE SCHOOL

Principal: M. S. Hoghugh, B.A., Ph.D., A.B.P.S.

PSYCHOLOGIST

Educational or Clinical Psychologists with suitable qualifications or good Honours Graduates are invited to apply for the above post in the Department of Psychology. The work consists of psychological assessment and treatment of children and adolescents with major problems. Very good facilities for research are available.

Aycliffe School is the Regional Centre for assessment and treatment of very difficult children in the North East of England. A Special Unit for assessment of particularly difficult boys and girls has recently been completed and one for long-term treatment is planned for the near future. Aycliffe has a large and well-qualified professional staff and there are two other Psychologists working in the School.

The salary is in the range £3,900 to £5,800 per annum, according to qualifications and experience. Holidays are eight weeks per year.

Applications, giving full curriculum vitae and names of three persons to whom reference may be made, should reach the Principal, Aycliffe School, Copeland, Darlington, not later than Friday 26th May, 1976.

Child Care

CONVY

OXFORDSHIRE

THE ASSOCIATED EXAMINING BOARD

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CHILD CARE

CONVY

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Break

1776—and a lot to gild it

This week the first of the 400 plus school parties, who have already looked, made their way to Greenwich to the 1776 exhibition which marks the bicentenary—or bice-centennial if you are American—of the Declaration of Independence by the thirteen colonies.

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that

they should declare the causes which impel them to separation. The causes behind Jefferson's ringing words—sentences to make even Bernard Levin envious—are explained and illustrated by nearly 500 exhibits, held out with restrained theatricality in two floors of the National Maritime Museum's remodelled West wing.

It is fortunate for the organizers of such an exhibition that the American colonists revolted in the heyday of Reynolds and Romney, of Copley, Gainsborough and Joseph Wright; that the making of guns and scientific instruments was still closely allied to the creative arts; that the pamphlets and the books which influenced opinion both in the London coffee houses and in the simple elegance of Virginia sitting rooms were written by some of the seminal thinkers and propagandists of the English-speaking world, Bentham, Locke, Paine, Wicks, Benjamin Franklin; that for lack of photographic events were illustrated with drawings and engravings which, if some of them lack verisimilitude, have an immense decorative appeal.

Without such assets, the tricky business of making an exhibition out of past events rather than artifacts of enduring beauty or curiosity might have been impossible. As it is, it is difficult enough and there are

moments when, in an exhibition already large, the "spirit of Captain Michael Smiley" or Major-General William Phillips's pocket watch do seem superfluous. The attraction of such authentic items to organizers who have trucked down each object with meticulous care over two years may have led them into a lack of selectivity.

But then it is impossible to know what will have evocative to which visitors: Will it be Washington's own copy of Tom Paine's *Common Sense* perhaps, or Benjamin Franklin's minute travelling chess set with its silver worn case for the pieces—how did such a bulky man manage to play a satisfying game with such tiny chessmen?

Bric-a-brac of a straggly war

The painstaking accumulation of material, a process which took the organizers all over the United States and provoked, according to Kenneth Pearson, the amusement and envy of museum directors the length and breadth of America, does have some startling pay-offs. Beneath the primitive painting which shows Lady Harriet Acland travelling up the Hudson to nurse her husband, then a prisoner of the rebels, clutching in her hand Burgoyne's *lastest* passes, there is a show case containing that document.

Beside Paul Revere's silver teapot is a reproduction of the only known portrait of the dispatch rider, engraver, silversmith and propagandist in which he holds an identical teapot. Beneath the portrait of the Mohawk, Thuyendagea, otherwise known as Joseph Brant, who was such a success at the English court, is the tomahawk he holds in Romney's portrait of him.

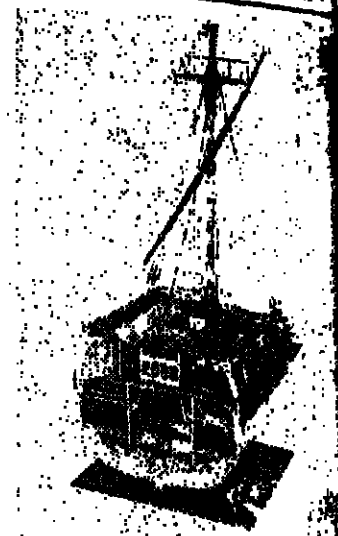
If faultless in this sort of minutia, the exhibition is less successful in giving a broad impression of this straggly war. Much attention is paid to the appalling conditions of the redcoat soldiers, but the marquee devoted to the British Army is as spotless as one prepared for a grand garden party, giving no impression of the dirt, mud and squalor. The London coffee house looks like a cardboard reconstruction for a scene from Cranford rather than the bustling centre of city life.

What the teacher needs to know

Downstairs, the few logs stacked in a corner to form a redoubt at Saratoga do not give a good impression of the last great tranquillity of the landscape over which the war of independence was fought with its graceful Queen Anne and Georgian houses. However, Admiral Lord Howe's cabin works somewhat better and the Pennsylvania tavern comes near to the permanent exhibi-



Thomas Jefferson, painted by Mather Brown. Right: A ship model showing sailing for horses. As the war went on the British had increasingly to ship both food and horses across the Atlantic.



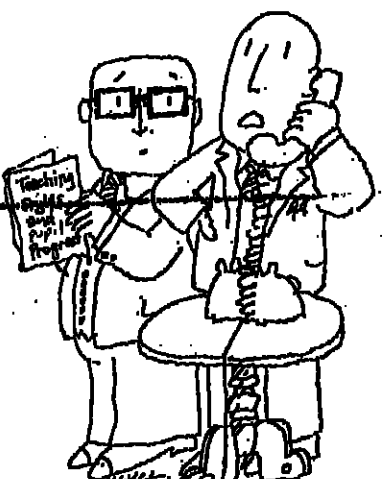
tion rooms in the American Museum in Bath for evoking the atmosphere of the time. This is a large exhibition and its size makes selective viewing essential. As there are no official guides, teachers taking school parties round will need to know what they want to see. It would also help to have the narrative background extremely clear so that the people, the documents and the battles slot into place. To approach this exhibition in order to learn what happened and why from scratch would be biting off altogether too much.

For those who have the background clear—and it is likely that American summer visitors will reckon to be clearer than most—there may be some surprises in the interpretation. The exhibition points out that America was but one of mighty Britain's preoccupations at the time, that many decent people not only white but red and black saw the balance of justice as being with the king, and that the king in 1776 was by no means an insane, isolated and ignorant fool.

Auriol Stevens

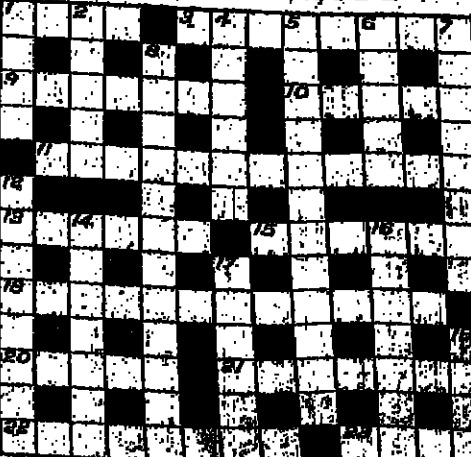
Next week

Celia MacLennan: We publish the last two articles he wrote on Thomas Carlyle and Letters to The Times. T.H.S. Baxter: Art and handicrafts. Dr Roy Strong of the Victoria and Albert Museum and the artist-craftsman. Nicholas Walter argues for reforms to the privileged position of religion in schools. Geoffrey Summerfield of children's need for fantasy. Recollections: Henry Williamson remembers life as "the worst boy in the school". Books: Richard Whitfield on curriculum and the middle years; Seamus Hegarty on communication theory; modern language textbooks.



"Are we formal or informal? Who wants to know?"

Crossword No 1,031



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1 Necessary for adding on board (4).
2 Talk of the principal (5).
3 Before the start (5).
4 Letter without changing shape (5).
5 Odd fellow (5).
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Chess

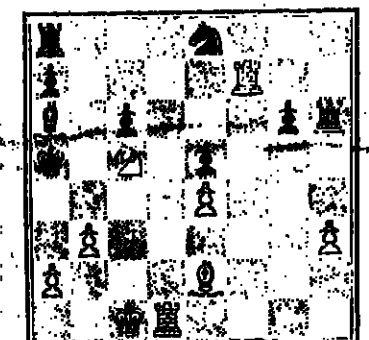
PLAYING FOR THE DRAW

It is the common practice in all spheres of chess—international, national, county or club—that the weaker player aims at obtaining a draw against the stronger. This happens whether it is an international master playing against a grandmaster or a non-titled player against a master and so on down along the line.

It would be hypocritical and useless for me to condemn this practice. I imagine it was in operation almost as soon as the game was invented somewhere in North-West India in the sixth century AD and that hundreds of years hence we shall see (or rather, perhaps, will) the weaker computers playing for a draw against the stronger.

But let me warn both computers and human kind of the dangers involved. The obvious and simplest method of playing for a draw is to exchange major pieces, in particular the Queen, and then to offer a draw. Or, more subtly, to look at the denuded board, significantly and then gaze at the opponent in an inviting and conciliatory way.

Should he however refuse the offer, tactically or otherwise, then, as often as not, the player who has offered it tends to play defensively and passively and in consequence loses much more quickly than if he had not played for the draw. Take, as an example, the follow-



Position after White's 27th move. King game from the Dublin Open, International tournament played there this month between a grandmaster, Miles, and a non-titled player, Ludgate. White: A. T. Ludgate, English Opening.

1. P-K4; 2. P-K3; 3. P-K4; 4. P-K3; 5. P-K4; 6. P-K3; 7. P-K4; 8. P-K3; 9. P-K4; 10. P-K3; 11. P-K4; 12. P-K3; 13. P-K4; 14. P-K3; 15. P-K4; 16. P-K3; 17. P-K4; 18. P-K3; 19. P-K4; 20. P-K3; 21. P-K4; 22. P-K3; 23. P-K4; 24. P-K3; 25. P-K4; 26. P-K3; 27. P-K4; 28. P-K3; 29. P-K4; 30. P-K3; 31. P-K4; 32. P-K3; 33. P-K4; 34. P-K3; 35. P-K4; 36. P-K3; 37. P-K4; 38. P-K3; 39. P-K4; 40. P-K3; 41. P-K4; 42. P-K3; 43. P-K4; 44. P-K3; 45. P-K4; 46. P-K3; 47. P-K4; 48. P-K3; 49. P-K4; 50. P-K3; 51. P-K4; 52. P-K3; 53. P-K4; 54. P-K3; 55. P-K4; 56. P-K3; 57. P-K4; 58. P-K3; 59. P-K4; 60. P-K3; 61. P-K4; 62. P-K3; 63. P-K4; 64. P-K3; 65. P-K4; 66. P-K3; 67. P-K4; 68. P-K3; 69. P-K4; 70. P-K3; 71. P-K4; 72. P-K3; 73. P-K4; 74. P-K3; 75. P-K4; 76. P-K3; 77. P-K4; 78. P-K3; 79. P-K4; 80. P-K3; 81. P-K4; 82. P-K3; 83. P-K4; 84. P-K3; 85. P-K4; 86. P-K3; 87. P-K4; 88. P-K3; 89. P-K4; 90. P-K3; 91. P-K4; 92. P-K3; 93. P-K4; 94. P-K3; 95. P-K4; 96. P-K3; 97. P-K4; 98. P-K3; 99. P-K4; 100. P-K3.

(a) Playable, if unambitious. Black is aiming at more than a draw he must play here either 4... KB3 or 4... Kt-Q2.

(b) A sign that White is going to be content with a draw and the only aggressive move he can employ here.

(c) Another attacking move designed to restrict the scope of Black's minor pieces—sooner or later he must play Kt-B3 and then White will be ready to attack the Kt by P-Kt5.

(d) He could have played P-Kt4 at once but prefers to delay it till he has completed his own development.

(e) A weak and passive move after which he is always struggling better was 16... R-Q2 followed by the placing of his Rooks on Q1 and Kt1.

(f) Or 19... Kt-RP; 20. BxR; 21. B-Kt4, and White's Knight penetrates to the 7th rank.

(g) The alternative is 23... R-Kt1; when White wins by 24. BxR-R1; 25. R-Q7 ch etc.

(h) If 27... BxR; 28. R-QKt; B-Kt4; 29. P-R3, followed by P-Kt4.

(i) After 31... B-R3; 32. RxB; 33. R(BB)-QKt8, Black's game is hopeless.

Harry Golombek